

THE HANDBOOK

Secondary Career and Technical Education Resource Handbook for CTE Administrators

April 2007

Arizona Career and Technical Education Vision Statement:

***Ensure a dynamic workforce by fully developing
every student's career and academic potential***

This document is also available in Adobe © Acrobat © .pdf format at:

<http://www.ade.state.az.us/cte/careerpathways/>

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Introduction

This Handbook has been designed as a “user friendly” resource for Career and Technical Education (CTE) administrators. This information will be used when reporting enrollment data beginning in the 2007-2008 school year, and for other program related purposes.

A complete list of current standards for each CTE program is located on the Arizona Tech Prep website: <http://www.aztechprep.org>. Each CTE program offers a coherent sequence of instruction identified by the curriculum design teams made up of representatives from business and industry, CTE educators and assigned Arizona Department of Education (ADE) State staff. The standards identified for each CTE program establish what should be taught. Recently revised standards reflect increased levels of rigor to prepare students for industry/technical assessments and certifications. The Local Education Agency (LEA) determines how the standards will be taught.

There are twelve new CTE programs listed in this Handbook that are currently in development. After ADE has completed curriculum design/adoption process for these programs, the complete standards and coherent sequences will be available on the Arizona Tech Prep website: <http://www.aztechprep.org>, and added as updates to the Handbook on the Arizona Department of Education CTE webpage at: <http://www.ade.state.az.us/cte/careerpathways/>.

The Data Reporting Section has been expanded. After receiving customer input and feedback from the Office of Vocational and Adult Education (OVAE) it was determined that the Data Reporting Section should include both policies and processes.

Administrators, teachers, data reporting personnel, ADE staff and other interested individuals will use this Handbook for the following activities:

- Reporting enrollment data for 2007-2008 and 2008-2009 school year
- Developing the Basic Grant application
- Utilizing the CTE Program List
- Planning new and modifying existing comprehensive CTE programs
- Identifying teacher certification requirements
- Locating phone numbers and email addresses for ADE staff

This document is available to you on the Arizona Department of Education CTE webpage. You will find it located at <http://www.ade.state.az.us/cte/careerpathways/> and available in pdf format.

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OVERVIEW

COMPREHENSIVE CAREER AND TECHNICAL EDUCATION PROGRAMS

The Arizona State Board of Education for Vocational and Technological Education on March 28, 2005, approved the new CTE Delivery system for implementation beginning in school year 2007-2008. The four levels of the new CTE Delivery system are:

- **Career Awareness** (grade K-6) – All schools are encouraged to provide experiences for students in kindergarten through grade 6 that will enable them to learn about positive interactions, personal responsibility, good work habits, work as it relates to societal needs and functions, and the management of personal and professional resources.
- **Career Exploration** (grade 7-9) – All schools receiving funds to implement Career Preparation Career and Technical Education programs are required to provide students in grades 7-9 opportunities for career exploration. The Career Exploration experience must engage students in problem solving, critical thinking, leadership building and teamwork activities and provide opportunity to learn the foundational skills in information technology, organizational systems, ethics and legal responsibilities, as well as health and safety.
- **Career Preparation** (grade 10-12) – Career and Technical Education Programs that have been determined through the use of state labor market data to be high skill, high wage and/or high demand career opportunities for students are part of the Career Preparation sequence. Students in grades 10 through 12 enroll in the CTE program that matches their career goals and completes a sequence of courses that leads to the completion of industry-validated assessments and certifications. Programs frequently offer postsecondary dual credit or articulation opportunities for students.
- **Career Management** (high school graduates) – Students in grades 13 and 14 prepare for postsecondary occupational certificates, transition to higher education and receive degrees, and utilize lifelong learning skills to complete advanced degrees.

The new Arizona CTE Delivery System continues to emphasize a coherent sequence of instruction. The CTE program standards are industry driven and span grade levels into postsecondary education. The curriculum frameworks for ten CTE programs, CIP 51.0900, 46.0300, 47.0200, 51.0600, 46.0500, 49.0200, 51.1500, 47.0100, 50.0100, 51.3500, as well as two programs in the “new and emerging” category 51.000, and 15.0000, identified in this Handbook are currently under development. All districts will be notified when they are complete and available for distribution.

Career Management

Students will manage their careers for workforce success by:

- Transitioning to higher education
- Utilizing labor market information for career selection
- Obtaining postsecondary occupational certificates and degrees
- Completing on-the-job-training
- Updating technical skills

Career Preparation Grades 10 through 12*

Students will have an opportunity to prepare for careers by:

- Enrolling in CTE programs reflecting current labor market projections in Arizona
- Achieving academic standards including reading, writing, math and science embedded in CTE programs
- Attaining industry-validated standards
- Completing technical assessment options identified for CTE programs
- Enrolling in CTE programs with curricular flow articulation to postsecondary

* Some 9th grade Career Exploration may include Career Preparation when the curriculum is designed to be delivered in grades 9 through 12.

Career Exploration Grades 7 through 9

Students will explore careers and attain academic and technical skills in the following foundational areas**:

- Academic foundations
- Communications
- Problem solving and critical thinking
- Information technology
- Organizational systems
- Safety, health and environment
- Leadership and teamwork
- Ethics and legal responsibilities
- Employability and career development
- Technical foundations

** Career Clusters on the web at <http://www.careerclusters.org/16clusters.htm>

Career Awareness Kindergarten through Grade 6

Students will demonstrate proficiency at appropriate levels in the Arizona Workplace Standards***:

- Communication skills
- Computation skills and data analysis techniques
- Critical and creative thinking skills
- Teamwork skills
- Marketable skills development
- Social, organizational and technological systems
- Technological literacy
- Personal and professional resource management

*** Arizona Workplace Standards on the web at <http://www.ade.az.gov/standards/workplace/default.asp>

Career Exploration

Course Description

Career Exploration is the foundation experience within the new (CTE) Delivery System supporting the successful transition to high school Career and Technical Education Career Preparation programs. The Arizona Department of Education, approved curriculum framework is aligned with the Arizona Workplace Standards, Arizona Technology Standards, and the National Career Development Guidelines. It introduces students to the 16 Career Clusters as well as providing opportunities for instruction supported by a flexible learning environment, appropriate technology and support systems. The standards address career exploration and core skill development common to **virtually all occupations**.

Guidelines

- ❖ Career Exploration is offered and/or delivered during grades 7-9 in a single course or integrated into several other courses before a student enters Career Preparation (grades 9-12).
- ❖ This course may be taught by a CTE certified teacher or by a *team to include at least one CTE certified teacher
- ❖ Carnegie Units earned within a Career Exploration course will not be recognized towards Concentrator status
- ❖ At least a one-semester course for Career Exploration is recommended
- ❖ ADE will provide and continue to update an instructional resource list
- ❖ CTE staff will, when appropriate, provide technical assistance for implementation and curriculum development
- ❖ Local districts and individual schools may provide support through professional development Career Exploration
- ❖ Funding (state or federal) is not generated through a Career Exploration course
- ❖ Unified School Districts may use Carl D. Perkins funds on Career Exploration courses (grades 7-9). See Sec. 315 Perkins IV

Please note:

- Federal funds **can** be used for instructional materials, including software for grades 7-9
- Federal funds **can** be used for professional development activities for grades 7-9
- Federal funds **can** be used to buy equipment for grade 9
- Federal funds **cannot** be used to buy equipment for grades 7-8
- Federal funds **cannot** be used for staff salaries for grades 7-8
- ❖ Unified School Districts may use State block Grant funds for Career Exploration courses (grades 7-9).
- ❖ A union district and feeder elementary districts may enter into an Intergovernmental Agreement (IGA) to provide Perkins funding to support career exploration activities for 7th and 8th grade
- ❖ Implementation of the Career Exploration curriculum framework should be in place by the school year 2007-2008

Curriculum Framework

The complete curriculum framework is available at:

http://www.aztechprep.org/CTE_Programs/Career_Explore/career_explore.html

*A team is more than one teacher. All the team members are involved in instruction and coordinate the delivery of the standards. It is allowable for team members to coordinate between schools for the delivery of Career Exploration instruction.

Career Preparation Program Scope

To view Career Preparation curriculum frameworks from the 2006-2007 CTE program list, go to:



<http://www.aztechprep.org>

The following components are included within the curriculum frameworks:

- ❖ Scope and Domain (program description, O*NET, design team)
- ❖ Standards/M Measurement Criteria (draft)
- ❖ Instructional Resources
- ❖ Equipment List
- ❖ Evaluation Tools
- ❖ Standards Checklist
- ❖ CTSO information
- ❖ Teacher Certification

Please note: New Career Preparation programs from the 2007-2008 CTE program list will have standards posted on the Tech Prep website as available.

FY 2008 PROGRAM LIST

Rank	CIP	2008 Programs	Rank	CIP	2006 Programs
E	51.1000	Biomedical Health Technologies	1	51.1600	Nursing Services
E	15.0000	Engineering Sciences	2	52.0200	Business Management and Administrative Services
1	51.1600	Nursing Services	3	43.0100	Law, Public Safety and Security
2	52.0200	Business Management and Administrative Services	4	43.0200	Fire Science
3	43.0200	Fire Science	5	51.0800	Allied Health Services
4	51.0900	Diagnostic and Intervention Technologies	6	15.1300	Drafting and Design Technology
5	46.0300	Electrical and Power Transmission Technology	7	15.1200	Information Technology
6	43.0100	Law, Public Safety and Security	8	52.1900	Design and Merchandising
7	47.0600	Automotive Technologies	9	47.0600	Automotive Technologies
8	47.0200	Heating/Air Conditioning Maintenance	10	52.0800	Financial Services
9	52.0900	Hospitality Management	11	46.0400	Construction Technologies
10	51.0600	Dental Assisting	12	01.0100	Agricultural Business Management- Agriscience
11	52.1900	Design and Merchandising	13	15.0600	Industrial Manufacturing
12	01.0100	Agricultural Business Management - Agriscience	14	52.0300	Accounting and Related Services
13	15.1300	Drafting and Design Technology	15	15.0300	Electronic Technology
14	46.0500	Plumbing Services	16	01.0600	Horticulture
15	15.1200	Information Technology	17	52.0900	Hospitality Management
16	46.0200	Carpentry Technologies	18	52.1800	Marketing, Management and Entrepreneurship
17	49.0200	Heavy Equipment Operation	19	12.0500	Culinary Arts
18	46.0400	Construction Technologies	20	13.1500	Education Professions
19	15.0300	Electronic Technology	21	48.0500	Welding Technology
20	15.0600	Industrial Manufacturing	22	13.1200	Early Childhood Education
21	51.0800	Allied Health Services	23	12.0400	Cosmetology
22	51.1500	Mental and Social Health Services	24	01.0300	Agriscience
23	48.0500	Welding Technology	25	10.0300	Graphic Communications
24	47.0100	Telecommunications Maintenance and Installers	26	10.0200	Radio/Television Technology
25	52.1800	Marketing, Management and Entrepreneurship	27	03.0200	Renewable Natural Resources
26	52.0300	Accounting and Related Services	28	48.0700	Woodworking
27	52.0800	Financial Services			
28	12.0500	Culinary Arts			
29	13.1200	Education and Training: Education Professions			
30	13.1210	Education and Training: Early Childhood Education			
31	10.0200	Audiovisual Technology			
32	12.0400	Cosmetology			
33	50.0100	Performing Arts			
34	51.3500	Therapeutic Massage			
35	10.0300	Graphic Communications			

2007-2008 CTE Program Codes and Titles
(Revised 5-18-07)
State-designated Sequence of Instruction

Career Exploration: Career Exploration must be offered in the program sequence of instruction prior to Career Preparation courses. Student enrollment in Career Exploration will not be reported to the Department of Education.

Career Preparation: Below is the sequence of courses that should be offered in Career Preparation for each program and program option.

52.0300 Accounting and Related Services

52.0300.10 Introduction to Business and Accounting

-and-

52.0300.20 Basic Accounting

-and-

One or more of the following courses will be included in the coherent sequence of courses for the Accounting and Related Services program:

52.0300.30 Advanced Accounting

-or-

52.0300.75 Accounting - Internship

-or-

52.0300.80 Accounting - Cooperative Education

01.0100 Agricultural Business Management-Agriscience

01.0100.10 Agriculture Business Management -
Introduction to Applied Biological Systems

-and-

01.0100.12 Agricultural Business Management - Applied
Biological Systems

-and-

01.0100.14 Agricultural Business Management -
Agriscience

-and-

Option A

01.0100.20 Food Products and Processing Systems

-or-

Option B

01.0100.30 Plant Systems

-or-

Option C

01.0100.40 Animal Systems

-or-

Option D

01.0100.50 Natural Resources Systems

-or-

Option E

01.0100.60 Power, Structural and Technical Systems

-or-

Option F

01.0100.90

Agribusiness Systems

-or-

Option G

01.0100.00

Environmental Service Systems

And program may elect to add:

01.0100.75

Agricultural Business Management -

Agriscience - Internship

-or-

01.0100.80

Agricultural Business Management -

Agriscience - Cooperative Education

51.0800

Allied Health Services

Option A

51.0800.20

Fundamentals of Pharmacy Support Services

-and-

51.0800.25

Pharmacy Support Services - Advanced

Applications

-or-

Option B

51.0800.30

Fundamentals of Laboratory Assisting

-and-

51.0800.35

Laboratory Assisting - Advanced Applications

-or-

Option C

51.0800.40

Fundamentals of Medical Imaging Support
Services

-and-

51.0800.45

Medical Imaging Support Services - Advanced
Applications

-or-

Option D

51.0800.50

Fundamentals of Sports Medicine &
Rehabilitation Therapies

-and-

51.0800.55

Sports Medicine & Rehabilitation Therapies -
Advanced Applications

-or-

Option E

(Standards to be developed)

51.0800.60

Fundamentals of Medical Assisting Services

-and-

51.0800.65

Medical Assisting Services - Advanced
Applications

And program may elect to add:

51.0800.75

Allied Health - Internship

-or-

51.0800.80

Allied Health - Cooperative Education

10.0200	Audio/Visual Technology	
	10.0200.10	Audio/Visual Technology Fundamentals
		-and-
	<u>Option A</u>	
	10.0200.20	Electronic Journalism
		-or-
	<u>Option B</u>	
	10.0200.30	Interactive Digital Media
		-or-
	<u>Option C</u>	
	10.0200.40	Audio/Radio Technologies
		<u>And program may elect to add:</u>
	10.0200.75	Audio/Visual Technology - Internship
		-or-
	10.0200.80	Audio/Visual Technology - Cooperative Education
47.0600	Automotive Technologies	
	47.0600.10	Automotive Technologies Core Curriculum
		-and-
	<u>Option A</u>	
	47.0600.20	Automotive Technology I
		-and-
	47.0600.25	Automotive Technology II
		-or-
	<u>Option B</u>	
	47.0600.30	Automotive/Collision Repair I
		-and-
	47.0600.35	Automotive/Collision Repair II
		-or-
	<u>Option C</u>	
	47.0600.40	Diesel Engine Repair Technology I
		-and-
	47.0600.45	Diesel Engine Repair Technology II
		-or-
	<u>Option D</u>	
	47.0600.50	Aircraft Mechanics I
		-and-
	47.0600.55	Aircraft Mechanics II
		<u>And program may elect to add:</u>
	47.0600.75	Automotive Technologies - Internship
		-or-
	47.0600.80	Automotive Technologies - Cooperative Education
52.0200	Business Management and Administrative Services	
	52.0200.10	Introduction to Business Management and Administrative Services
		-and-

52.0200.20	Basic Business Management and Administrative Services -and- One or more of the following courses will be included in the coherent sequence of courses for the Business Management and Administrative Services program:
52.0200.30	Advanced Business Management and Administrative Services -or-
52.0200.75	Business Management and Administrative Services - Internship -or-
52.0200.80	Business Management and Administrative Services - Cooperative Education
46.0200	Carpentry Technologies
46.0200.10	Carpentry Technologies Core Curriculum -and-
<u>Option A</u>	
46.0200.20	Carpentry I -and-
46.0200.25	Carpentry II -or-
<u>Option B</u>	
46.0200.30	Cabinetmaking I -and-
46.0200.35	Cabinetmaking II <u>And program may elect to add:</u>
46.0200.75	Carpentry Technologies - Internship -or-
46.0200.80	Carpentry Technologies - Cooperative Education
46.0400	Construction Technologies
46.0400.10	Construction Technologies Core Curriculum -and-
46.0400.20	Construction Technologies I -and-
46.0400.25	Construction Technologies II <u>And program may elect to add:</u>
46.0400.75	Construction Technologies - Internship -or-
46.0400.80	Construction Technologies - Cooperative Education
	<i>Option B is no longer part of this program (46.0400.30 and 46.0400.35)</i>
12.0400	Cosmetology
12.0400.10	Fundamentals of Cosmetology -and-
12.0400.20	Cosmetology - Advanced Applications <u>And program may elect to add:</u>

	12.0400.75	Cosmetology - Internship
		-or-
	12.0400.80	Cosmetology - Cooperative Education
12.0500	Culinary Arts	
	12.0500.10	Culinary Arts Principles
		-and-
	12.0500.20	Culinary Arts Applications
		<u>And program may elect to add:</u>
	12.0500.75	Culinary Arts - Internship
		-or-
	12.0500.80	Culinary Arts - Cooperative Education
51.0600	Dental Assisting (Standards to be developed)	
	51.0600.10	Fundamentals of Dental Assisting
		-and-
	51.0600.20	Dental Assisting - Advanced Applications
		<u>And program may elect to add:</u>
	51.0600.75	Dental Assisting - Internship
		-or-
	51.0600.80	Dental Assisting - Cooperative Education
52.1900	Design and Merchandising	
	52.1900.10	Design and Merchandising Fundamentals
		-and-
	<u>Option A</u>	
	52.1900.20	Fashion Design and Merchandising Applications
		-or-
	<u>Option B</u>	
	52.1900.30	Interior Design and Merchandising
		<u>And program may elect to add:</u>
	52.1900.75	Design and Merchandising - Internship
		-or-
	52.1900.80	Design and Merchandising - Cooperative Education
51.0900	Diagnostic and Intervention Technologies (Standards to be developed)	
	<u>Option A</u>	
	51.0900.20	Fundamentals of Respiratory Therapy
		-and-
	51.0900.25	Respiratory Therapy Technician - Advanced Applications
		-or-
	<u>Option B</u>	
	51.0900.30	Fundamentals of Emergency Medical Paramedics
		-and-

	51.0900.35	Emergency Medical Paramedics - Advanced Applications -or-
	<u>Option C</u>	
	51.0900.40	Fundamentals of Surgical Technicians -and-
	51.0900.45	Surgical Technicians - Advanced Applications <u>And program may elect to add:</u>
	51.0900.75	Diagnostic and Intervention - Internship -or-
	51.0900.80	Diagnostic and Intervention - Cooperative Education
15.1300	Drafting and Design Technology	
	15.1300.10	Drafting and Design Technology Core Curriculum -and-
	<u>Option A</u>	
	15.1300.20	Architectural Drafting -or-
	<u>Option B</u>	
	15.1300.30	Civil Drafting -or-
	<u>Option C</u>	
	15.1300.40	Electronics Drafting -or-
	<u>Option D</u>	
	15.1300.50	Mechanical Drafting <u>And program may elect to add:</u>
	15.1300.75	Drafting and Design Technology - Internship -or-
	15.1300.80	Drafting and Design Technology - Cooperative Education
13.1210	Early Childhood Education	
	13.1210.10	Fundamentals of Early Childhood Education -and-
	13.1210.20	Early Childhood Education Applications <u>And program may elect to add:</u>
	13.1210.75	Early Childhood Education - Internship -or-
	13.1210.80	Early Childhood Education - Cooperative Education
13.1200	Education Professions	
	13.1200.10	Education Professions Fundamentals -and-
	13.1200.20	Education Professions Applications <u>And program may elect to add:</u>

	13.1200.75	Education Professions - Internship
		-or-
	13.1200.80	Education Professions - Cooperative Education
46.0300	Electrical and Power Transmission Technology <i>(Standards to be developed)</i>	
	46.0300.10	Electrical Fundamentals
		-and-
	<u>Option A</u>	
	46.0300.20	Residential Electrician I
		-and-
	46.0300.25	Residential Electrician II
		-or-
	<u>Option B</u>	
	46.0300.30	Industrial Electrician I
		-and-
	46.0300.35	Industrial Electrician II
		<i>And program may elect to add:</i>
	46.0300.75	Electrical and Power Transmission Technology - Internship
		-or-
	46.0300.80	Electrical and Power Transmission Technology - Cooperative Education
15.0300	Electronic Technology	
	15.0300.10	Electronic Technology Core Curriculum
		-and-
	15.0300.20	Basic Electricity Principles and Applications
		-and-
	15.0300.25	Basic Electronic Principles and Applications
		<i>And program may elect to add:</i>
	15.0300.75	Electronic Technology - Internship
		-or-
	15.0300.80	Electronic Technology - Cooperative Education
52.0800	Financial Services	
	52.0800.10	Introduction to Business and Financial Services
		-and-
	52.0800.20	Basic Financial Services
		-and-
	<i>One or more of the following courses will be included in the coherent sequence of courses for the Financial Services program:</i>	
	52.0800.30	Advanced Financial Services
		-or-
	52.0800.75	Financial Services - Internship
		-or-
	52.0800.80	Financial Services - Cooperative Education

43.0200	Fire Science	
	43.0200.10	Fundamentals of Fire Science
		-and-
	43.0200.20	Fire Science - Advanced Applications
		<u>And program may elect to add:</u>
	43.0200.75	Fire Science - Internship
		-or-
	43.0200.80	Fire Science - Cooperative Education
10.0300	Graphic Communications	
	10.0300.10	Graphic Communications Fundamentals
	10.0300.12	Graphic Communications Fundamentals II (If necessary)
		-and-
	<u>Option A</u>	
	10.0300.20	Graphic Arts I
		-and-
	10.0300.25	Graphic Arts II
		-or-
	<u>Option B</u>	
	10.0300.30	Graphic Design I
		-and-
	10.0300.35	Graphic Design II
		-or-
	<u>Option C</u>	
	10.0300.40	Photo Imaging
		-and-
	10.0300.45	Photo Imaging II
		<u>And program may elect to add:</u>
	10.0300.75	Graphic Communications - Internship
		-or-
	10.0300.80	Graphic Communications - Cooperative Education
47.0200	Heating/Air Conditioning Maintenance	
	(Standards to be developed)	
	47.0200.10	Heating/Air Conditioning I
		-and-
	47.0200.20	Heating/Air Conditioning II
		<u>And program may elect to add:</u>
	47.0200.75	Heating/Air Conditioning Maintenance - Internship
		-or-
	47.0200.80	Heating/Air Conditioning Maintenance - Cooperative Education
49.0200	Heavy Equipment Operations	
	(Standards to be developed)	
	49.0200.10	Heavy Equipment Operations I
		-and-

	49.0200.20	Heavy Equipment Operations II <u>And program may elect to add:</u>
	49.0200.75	Heavy Equipment Operations - Internship -or-
	49.0200.80	Heavy Equipment Operations - Cooperative Education
52.0900	Hospitality Management	
	52.0900.10	Fundamentals of Hospitality Management -and-
	52.0900.20	Hospitality Management Applications <u>And program may elect to add:</u>
	52.0900.75	Hospitality Management - Internship -or-
	52.0900.80	Hospitality Management - Cooperative Education
15.0600	Industrial Manufacturing	
	15.0600.10	Fundamentals of Industrial Manufacturing -and-
	15.0600.12	Applications of Industrial Manufacturing -and-
	<u>Option A</u>	
	15.0600.20	Metals Manufacturing -or-
	<u>Option B</u>	
	15.0600.30	Plastics Manufacturing -or-
	<u>Option C</u>	
	15.0600.40	Production Technology <i>Option C has changed its name to Production Technology. Nothing else has changed.</i> <u>And program may elect to add:</u>
	15.0600.75	Industrial Manufacturing - Internship -or-
	15.0600.80	Industrial Manufacturing - Cooperative Education
15.1200	Information Technology	
	15.1200.10	Information Technology Fundamentals -and-
	<u>Option A</u>	
	15.1200.20	Computer Maintenance -or-
	<u>Option B</u>	
	15.1200.30	Network Technology -or-
	<u>Option C</u>	
	15.1200.40	Software Development -or-

	<u>Option D</u>	
	15.1200.50	Web Page Development
		<u>And program may elect to add:</u>
	15.1200.75	Information Technology - Internship
		-or-
	15.1200.80	Information Technology - Cooperative Education
43.0100	Law, Public Safety and Security	
	43.0100.10	Fundamentals of Law, Public Safety and Security
		-and-
	43.0100.20	Law, Public Safety and Security - Advanced Applications
		<u>And program may elect to add:</u>
	43.0100.75	Law, Public Safety and Security - Internship
		-or-
	43.0100.80	Law, Public Safety and Security - Cooperative Education
52.1800	Marketing, Management and Entrepreneurship	
	52.1800.10	Marketing, Management and Entrepreneurship Fundamentals
		-and-
	<u>Option A</u>	
	52.1800.20	Professional Sales and Marketing
		-or-
	<u>Option B</u>	
	52.1800.30	E-Commerce Marketing
		-or-
	<u>Option C</u>	
	52.1800.40	Entertainment Marketing
		-or-
	<u>Option D</u>	
	52.1800.50	Entrepreneurship
		-or-
	<u>Option E</u>	
	(Standards to be developed)	
	52.1800.60	Advertising
		<u>And program may elect to add:</u>
	52.1800.75	Marketing, Management and Entrepreneurship - Internship
		-or-
	52.1800.80	Marketing, Management and Entrepreneurship - Cooperative Education

51.1500	Mental and Social Health Services <i>(Standards to be developed)</i>	
	51.1500.10	Fundamentals of Mental and Social Health Services
		-and-
	51.1500.20	Mental and Social Health Services - Advanced Applications
		<u>And program may elect to add:</u>
	51.1500.75	Mental and Social Health - Internship
		-or-
	51.1500.80	Mental and Social Health - Cooperative Education
51.1600	Nursing Services	
	51.1600.10	Fundamentals of Nursing Services
		-and-
	51.1600.20	Nursing Services - Advanced Applications
		<u>And program may elect to add:</u>
	51.1600.75	Nursing Services - Internship
		-or-
	51.1600.80	Nursing Services - Cooperative Education
50.0100	Performing Arts <i>(Standards to be developed)</i>	
	50.0100.10	Performing Arts Fundamentals
		-and-
	50.0100.20	Performing Arts I
		-and-
	50.0100.25	Performing Arts II
		<u>And program may elect to add:</u>
	50.0100.75	Performing Arts - Internship
		-or-
	50.0100.80	Performing Arts - Cooperative Education
46.0500	Plumbing Services <i>(Standards to be developed)</i>	
	46.0500.10	Plumbing Fundamentals
		-and-
	46.0500.20	Plumbing - Advanced Applications
		<u>And program may elect to add:</u>
	46.0500.75	Plumbing Services - Internship
		-or-
	46.0500.80	Plumbing Services - Cooperative Education
47.0100	Telecommunications Maintenance and Installers <i>(Standards to be developed)</i>	
	47.0100.10	Telecommunication Fundamentals
		-and-
	47.0100.20	Telecommunications Maintenance and Installers I
		-and-

47.0100.25	Telecommunications Maintenance and Installers II
47.0100.75	<u>And program may elect to add:</u> Telecommunications Maintenance and Installers - Internship
47.0100.80	-or- Telecommunications Maintenance and Installers - Cooperative Education
51.3500	Therapeutic Massage (Standards to be developed)
51.3500.10	Fundamentals of Therapeutic Massage
51.3500.20	-and- Therapeutic Massage - Advanced Applications
51.3500.75	<u>And program may elect to add:</u> Therapeutic Massage - Internship
51.3500.80	-or- Therapeutic Massage - Cooperative Education
48.0500	Welding Technology
48.0500.10	Welding Technology Core Curriculum
48.0500.20	-and- Welding Technology I
48.0500.25	-and- Welding Technology II
48.0500.75	<u>And program may elect to add:</u> Welding Technology - Internship
48.0500.80	-or- Welding Technology - Cooperative Education
48.0700	Woodworking Woodworking has changed its name to Cabinetmaking and is now an option in the new Carpentry Program (46.0200.30 and 46.0200.35)

Important Notices:

Districts that are interested in offering one of the two "New and Emerging" program areas (*15.0000 Engineering Sciences or 51.1000 Biomedical Health Technologies*) for school year 2007-2008, please contact Jan Brite at 602-542-4365 or Jan.Brite@azed.gov for more information.

Schools currently offering a program that changed either the program name or the CIP Code (*i.e. Audiovisual Technology, Education Professions, Early Childhood Education or Woodworking*), it is not necessary to submit an NOI for 2007-2008. Please begin using the new name or new CIP Code on all reports for 2007-2008.

PROGRAM: Accounting and Related Services

**PROGRAM
CIP CODE:** 52.0300

DESCRIPTION: The Accounting and Related Services instructional program prepares students to provide technical support to professional accountants and other financial management personnel. In addition, students will possess the foundation skills needed for postsecondary studies in any area of business. Instruction includes general accounting principles and practices, posting transactions to accounts, record keeping systems and accounting software operation. An integrated approach to teaching and learning is recommended as students develop interpersonal relations, career development skills and technical knowledge and skills associated with functions essential for a business operation. Students completing this program will be prepared to participate in teams and implement effective solutions to problems and business-related issues. The program is designed and delivered as a coherent sequence of school-based and work-based supervised learning. Students learn leadership skills and develop their leadership abilities through participation in the state-recognized Career and Technical Student Organization, FBLA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12**

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All Career Preparation state-designated Accounting and Related Services standards are addressed in this instructional sequence.

Schools with ADE approved Accounting and Related Services programs will utilize all of the industry-validated state standards for Accounting and Related Services in the design and delivery of the following recommended sequence of courses.

52.0300.10 Introduction to Business & Accounting: This course is recommended for students who have an interest in business and a desire to understand the financial aspects of business organizations. Students will be introduced to general accounting principles and practices. A computer with business applications software is used by students to perform business tasks.

-and-

52.0300.20 Basic Accounting: Students enrolled in this course will develop skills and knowledge required to compute, classify and record numerical data, to keep accurate financial records for corporations and other forms of business. A computer with business applications and accounting software is used by students to perform accounting and related business tasks.

-and-

One or more of the following courses will be included in the coherent sequence of courses for this instructional program:

52.0300.30 Advanced Accounting: Students will apply their knowledge of accounting to integrated learning experiences allowing students to demonstrate the full range of Accounting and Related Services State standards through projects/simulations/school-based enterprise experiences. A computer is an essential tool for students in this class to effectively complete accounting tasks and financial analysis activities.

And program may elect to add:

52.0300.75 Accounting - Internship: This course provides students an opportunity to apply previously developed accounting knowledge and skills while participating in a structured work experience. Students may be paid or unpaid for their work experience.

-or-

52.0300.80 Accounting - Cooperative Education: This experience is designed to provide students with both school-based and work-based learning. Training plans and training agreements are based on previously developed accounting knowledge and skills. Students generally work a minimum of 15 hours a week.

TEACHER CERTIFICATION REQUIREMENTS FOR THE ACCOUNTING AND RELATED SERVICES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Accounting and Related Services	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary
Note: <ul style="list-style-type: none"> Accounting and Related Services, 52.0300.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 52.0300.75 is not required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 52.0300.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE ACCOUNTING AND RELATED SERVICES PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VME	Vocational Marketing Education
PVBM	Provisional Vocational Business and Marketing		
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Agricultural Business Management - Agriscience

**PROGRAM
CIP CODE:** 01.0100

DESCRIPTION: The Agricultural Business Management - Agriscience program is designed to prepare students for employment in the Agriculture, Food and Natural Resources career cluster as defined by the USDE Office of Vocational and Adult Education. Students completing this program will possess the appropriate cluster technical knowledge and skills associated with the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources. In addition to the required technical skills, students will also develop leadership, advanced employability, critical thinking, applied academic, and life management skills. The program utilizes a delivery system made up of three essential and required components: formal instruction, experiential education through Supervised Agricultural Experiences (SAE), leadership and personal development through the Career and Technical Student Organization, FFA. A model for this delivery system appears in the approved Curriculum Framework booklet.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
9-12** The following describes the recommended Career Preparation courses developed from industry-validated skills for initial employment or continued related education. All the state-designated Agricultural Business Management - Agriscience standards are addressed in this instructional sequence.

01.0100.10 Agricultural Business Management - Introduction to Applied Biological Systems: Students must attain these Standards in a coherent sequence of courses 01.0100.10 and 01.0100.12. Biology credit for college entrance and secondary graduation is available if these standards are met and a Program Review has been completed. It is required that these standards are covered in a two-course sequence during the 9th and 10th grades.

-and-

01.0100.12 Agricultural Business Management - Applied Biological Systems: Students must attain these Standards in a coherent sequence of courses 01.0100.10 and 01.0100.12. Biology credit for college entrance and secondary graduation is available if these standards are met and a Program Review has been completed. It is required that these standards are covered in a two-course sequence during the 9th and 10th grades.

-and-

01.0100.14 Agricultural Business Management - Agriscience: These Standards are designed to deliver the lab science standards associated with the Agriculture, Food and Natural Resources career cluster. Lab science credit for college entrance and secondary graduation is available if these standards are met and a Program Review has been completed. It is recommended that these standards be covered in course sequences during the 10th through 12th grades. This specific course is the 11th grade course.

-and-

One of the following Career Preparation options will be included as part of the instructional sequence for this program. These Standards are to be included in the instructional emphasis for the entire program for the option selected:

Option A

01.0100.20 Food Products and Processing Systems: Prepares students for careers in food processing and preserving, packaging, distribution, government monitoring & regulation.

-or-

Option B

01.0100.30 Plant Systems: Prepares students for careers in Agronomic, Horticulture, Forestry, Turf, Viticulture, Soils, etc.

-or-

Option C

01.0100.40 Animal Systems: Prepares students for careers in large animals, small animals, wildlife animals, and research animals.

-or-

Option D

01.0100.50 Natural Resources Systems: Prepares students for careers in Habitat Conservation, Forest Products, Parks and Recreation, Mining, Environmental Services, Fisheries, Soil Conservation, etc.

-or-

Option E

01.0100.60 Power, Structural and Technical Systems: Power, Structures, Controls, Geospatial Technology, Computer Systems, Electronics, Hydraulics, Pneumatics, etc.

-or-

Option F

01.0100.90 Agribusiness Systems: Prepares students for careers in Sales, Service, Farm and Ranch Management, Entrepreneurship, Economics, etc.

-or-

Option G

01.0100.00 Environmental Service Systems: Prepares students for careers in Pollution Prevention, Water & Air Quality, Hazardous Materials, Solid Waste Management, Health & Safety Sanitation, etc.

And program may elect to add:

01.0100.75 Agricultural Business Management - Agriscience - Internship: This course provides students an opportunity to apply previously developed knowledge and skill in Agricultural Business Management - Agriscience into a structured work experience within the same field of study. This work experience doesn't necessarily require classroom instruction and may be paid or unpaid. This is part of the student's SAE component.

-or-

01.0100.80 Agricultural Business Management - Agriscience - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Agricultural Business Management - Agriscience program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE AGRICULTURAL BUSINESS MANAGEMENT - AGRISCIENCE PROGRAM

CAREER PREPARATION: The instructor must be vocationally certified according to the following table

Agricultural Business Management - Agriscience	CERTIFICATES	
	Types: BVT, SVT Approved Areas: AGR	Types: PVA, SVA, PCTA, SCTA No Approvals Necessary

Note:

- Agricultural Business Management - Agriscience, 01.0100.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 01.0100.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 01.0100.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE AGRICULTURAL BUSINESS MANAGEMENT - AGRISCIENCE PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	AGR	Agriculture Education
PCTA	Provisional Career and Technical Education Agriculture		
PVA	Provisional Vocational Agriculture		
SCTA	Standard Career and Technical Education Agriculture		
SVA	Standard Vocational Agriculture		
SVT	Standard Vocational Education		

PROGRAM: Allied Health Services

**PROGRAM
CIP CODE:** 51.0800

DESCRIPTION: The Allied Health Services program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of select healthcare services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with a core curriculum and pathway options of Option A) Pharmacy Support Services, Option B) Laboratory Assisting, Option C) Medical Imaging Support Services, Option D) Sports Medicine and Rehabilitation Therapies, or a new Option E) Medical Assisting (to be developed). Students completing one of these options will be prepared to participate in teams, solve problems, think critically and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience, leadership and personal development through the Career and Technical Student Organization, HOSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12**

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All of the state-mandated Career Preparation standards are addressed in this instructional sequence.

Allied Health Services consists of five program options, each with its own set of Career Preparation standards. In the new delivery system, at least two Carnegie Units will be earned in the Career Preparation sequence of courses.

Option A

51.0800.20 Fundamentals of Pharmacy Support Services: This course prepares students to apply academic and technical knowledge and skills of the Pharmacy Technician in a clinical, medical or retail setting or to continue into postsecondary education.

-and-

51.0800.25 Pharmacy Support Services - Advanced Applications: This course prepares students to apply academic and technical knowledge and skills of the Pharmacy Technician in a clinical, medical or retail setting or to continue into postsecondary education.

-or-

Option B

51.0800.30 Fundamentals of Laboratory Assisting: This course prepares students to apply academic and technical knowledge and skills of the Laboratory Assisting in a clinical, medical or retail setting or to continue into postsecondary education.

-and-

51.0800.35 Laboratory Assisting - Advanced Applications: This course prepares students to apply academic and technical knowledge and skills of the Laboratory Assisting in a clinical, medical or retail setting or to continue into postsecondary education.

-or-

Option C

51.0800.40 Fundamentals of Medical Imaging Support Services: This course prepares students to apply academic and technical knowledge and skills of the Medical Imaging Technical Assistant in a clinical or medical setting or to continue into postsecondary education.

-and-

51.0800.45 Medical Imaging Support Services - Advanced Applications: This course prepares students to apply academic and technical knowledge and skills of the Medical Imaging Technical Assistant in a clinical or medical setting or to continue into postsecondary education.

-or-

Option D

51.0800.50 Fundamentals of Sports Medicine & Rehabilitation Therapies: This course prepares students to apply academic and technical knowledge and skills of Fitness Trainer or Physical Therapy Aide in a clinical, medical or retail setting or to continue into postsecondary education.

-and-

51.0800.55 Sports Medicine & Rehabilitation Therapies - Advanced Applications: This course prepares students to apply academic and technical knowledge and skills of Fitness Trainer or Physical Therapy Aide in a clinical, medical or retail setting or to continue into postsecondary education.

-or-

Option E

(Standards to be developed)

51.0800.60 Fundamentals of Medical Assisting Services: This course, when developed, will prepare students to apply academic and technical knowledge and skills of Medical Assistant in a clinical or medical setting or to continue into postsecondary education.

-and-

51.0800.65 Medical Assisting Services - Advanced Applications: This course, when developed, will prepare students to apply academic and technical knowledge and skills of Medical Assistant in a clinical or medical setting or to continue into postsecondary education.

And program may elect to add:

51.0800.75 Allied Health Services - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific option they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

51.0800.80 Allied Health Services - Cooperative Education:
This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific option they have studied.

TEACHER CERTIFICATION REQUIREMENTS FOR THE ALLIED HEALTH SERVICES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Allied Health Services	CERTIFICATES	
	Types: BVT, SVT Approved Areas: VHO	Types: PVH, SVH, PCTHC, SCTHC No Approvals Necessary
Note: <ul style="list-style-type: none"> Allied Health Services, 51.0800.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.0800.75 is not required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.0800.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE ALLIED HEALTH SERVICES PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	VHO	Vocational Health Occupations
PCTHC	Provisional Career and Technical Education Health Careers		
PVH	Provisional Vocational Health Occupations		
SCTHC	Standard Career and Technical Education Health Careers		
SVH	Standard Vocational Health Occupations		
SVT	Standard Vocational Education		

Allied Health Services Teacher Credentials

The table below contains information on credentials for each of the Allied Health Services options. This is a comprehensive list for each of the options but is not exhaustive. As a result of removing certification and licensure requirements from the Career and Technical Education Health Careers teacher certification regulations, the Career and Technical Education Division of the Arizona Department of Education will do the following:

- Monitor of teacher qualifications through the new program Notification of Intent process;
- Include industry certification and licensure requirements in the “Handbook”;
- Provide industry certification and licensure requirements in curriculum frameworks; and
- Send yearly letters to school superintendents and principals providing industry certification and licensure requirement information.

OPTIONS	TEACHER-PROFESSION	CREDENTIAL/ CREDENTIALING AGENCY
Pharmacy Support Services	Certified Pharmacy Technician	National Certification - Pharmacy Technician Certification Board
	Licensed Pharmacist	Arizona License - Arizona State Board of Pharmacy
Laboratory Assisting	Medical/Clinical Laboratory Technologist	National Certification - American Medical Technologist (AMT), National Credentialing Agency for Clinical Laboratory Sciences (NCA)
	Clinical Laboratory Scientist	National Credentialing Agency for Clinical Laboratory Sciences (NCA)
	Medical/Clinical Laboratory Technician	National Certification - American Medical Technologist (AMT), National Credentialing Agency for Clinical Laboratory Sciences (NCA)
	Certified/ Registered Phlebotomist	National Certification - National Credentialing Agency for Clinical Laboratory Science (NCA)
		National Certification - The American Society for Clinical Pathology (ASCP)
		National Certification - The American Medical Technologists (AMT)
		National Certification - American Society of Phlebotomy Technicians (ASPT)
		National Certification - The American Certification Agency for Healthcare Professionals (ACA)
		National Certification - The National Phlebotomy Association (NPT)
		National Certification - The National Healthcareer Association (NHA)

OPTIONS	TEACHER-PROFESSION	CREDENTIAL/ CREDENTIALING AGENCY
	Registered Nurse	Arizona License - Arizona State Board of Nursing
	Certified/Registered Medical Assistant	National Certification - American Association of Medical Assistants, American Medical Technologists (AMT)
		National Certification - American Medical Technologists (AMT)
Medical Imaging Support Services	Radiation Therapy Technologist (Radiologic Technologists, Medical Radiographers, Radiation Therapists)	Arizona License - Medical Radiologic Technology Board of Examiners
	Radiologist - Medical Doctor	License - Arizona Medical Board
Sports Medicine and Rehabilitation Therapies	Athletic Trainer	National Certification - National Athletic Trainers Association (NATA)
		Athletic Trainer - Arizona Board of Athletic Training
	Sports Medicine/Exercise Physiologist	American College of Sports Medicine (ACSM), American Council on Exercise (ACE)
	Fitness/Personal Trainer	National Certification - American Council on Exercise (ACE)
		National Certification - National Strength and Conditioning Association (NSCA)
	Physical Therapist	Arizona License - Arizona Physical Therapy Board of Examiners
	Medical Doctor	Arizona License - Arizona Medical Board, Experience in Sports Medicine

PROGRAM: Audio/Visual Technology

**PROGRAM
CIP CODE:** 10.0200

DESCRIPTION: The Audio/Visual Technology program is designed to prepare students to apply technical knowledge and skill in the:

- Writing, directing, production and performance of broadcast journalism for television and radio.
- Communication of dramatic information, ideas, moods and feelings through the making, producing and editing of films and video.
- Production of sound recording as finished products or as components of film/video, broadcast, live or mixed media productions.

An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Audio/Visual Technology occupations. In addition to the occupation related skills, students completing this program will develop advanced critical thinking, applied academics, interpersonal relations, life management, business, economic and leadership skills required for the 21st century workplace. The Audio/Visual Technology program consists of a core curriculum and three areas of specialization for a student to choose from: Option A) Electronic Journalism, Option B) Interactive Digital Media, or Option C) Radio/Audio Technologies. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience and the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Career Preparation Grades 10-12	The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Audio/Visual Technology standards are addressed in this instructional sequence.
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10.0200.10 Audio/Visual Technology Fundamentals: This course prepares the students to apply technical knowledge and skills in the production of Audio/Visual Technology programs and related operations. Included in the core curriculum is basic instruction in sound, lighting and camera operation/maintenance, power feed control, studio operations, production preparation, sound/video editing, broadcast engineering, related computer applications, and specialized applications such as news, entertainment, live talk, sports, commercials, PSA's, documentaries and short films/animations.

-and-

One of the following Career Preparation courses (.20, .30 or .40) will be included as part of the instructional sequence for this program:

Option A

10.0200.20 Electronic Journalism: This course offers the students advanced skill and knowledge to write broadcast media, produce, direct and perform a television broadcast. (This code is appropriate for courses that are producing school announcements and/or weekly news/magazine shows.)

-or-

Option B

10.0200.30 Interactive Digital Media: This course offers the students advanced skills and knowledge to produce and edit digital images and video/animation, develop interactive media and manage digital media. (This code is appropriate for courses that are producing music videos, short films/animation and documentary pieces.)

-or-

Option C

10.0200.40 Radio/Audio Technologies: This course offers the students advanced skill and knowledge to write, produce, direct and perform a radio broadcast as well as to produce sound recordings, digitize/mix/edit audio and the development of sound effects. (This code is appropriate for

courses that are producing daily radio broadcasts and/or providing audio services to the community and/or school EJ or IDM courses.)

And program may elect to add:

10.0200.75 Audio/Visual Technology - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Audio/Visual Technology knowledge and skills.

-or-

10.0200.80 Audio/Visual Technology - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Audio/Visual Technology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE AUDIO/VISUAL TECHNOLOGY PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Audio/Visual Technology	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
Note: Audio/Visual Technology, 10.0200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 10.0200.75 is not required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 10.0200.80 is required to have a Cooperative Education Endorsement (CEN).		

CERTIFICATE ABBREVIATIONS FOR THE AUDIO/VISUAL TECHNOLOGY PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Automotive Technologies

**PROGRAM
CIP CODE:** 47.0600

DESCRIPTION: The Automotive Technologies program is designed to prepare individuals for jobs as technicians in the automotive or avionics fields. The program is comprised of a core curriculum and four options: Option A (Automotive Technology), Option B (Auto body/Collision Repair), Option C (Diesel Engine Repair), and Option D (Aircraft Mechanics). The occupational standards for both options A and B are aligned with National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) standards.

- Automotive Technology includes units on repairing brake systems, repairing electrical/electronics systems, repairing steering and suspension systems, and engine performance diagnosis and repair.
- Auto Body/Collision Repair Technology includes units on performing disassembly and assembly repairs, performing structural repairs, performing metal, plastic and fiberglass repairs, preparing and finishing surfaces, and using appropriate paint and refinishing techniques.
- Diesel Engine Repair Technology includes units on repair, service, and maintenance of diesel engines in vehicles such as automobiles, buses, trucks and construction equipment; as well as stationary diesel engines in electrical generators and related equipment.
- Aircraft Mechanics prepares students to apply technical knowledge and skills to repair, service, and maintain all types of aircraft power plants and related systems. Instruction includes engine inspection and maintenance, lubrication and cooling, electrical and ignition systems, carburetion, fuels and fuel systems.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

47.0600.10 Automotive Technologies Core Curriculum: This program prepares the student to apply technical knowledge and skills in the safety, adjustment, maintenance, part replacement, and repair of tools, equipment and machines. The course includes developing career plans, preparing for employment, participating in work-based learning experiences, demonstrating oral and written communication skills, understanding financial operations of small businesses, identifying characteristics of successful leaders in the work place and participation in leadership development activities.

-and-

At least one option must be included as part of the instructional sequence for this program:

Option A

47.0600.20 Automotive Technology I: This course prepares the individual to apply basic technical knowledge and skills in safety, adjustment, maintenance, and parts replacement to repair automobiles and light trucks. Students are introduced to: a) brake systems; b) electric/electronic systems; c) steering and suspension systems; and d) engine performance diagnosis and repair.

-and-

47.0600.25 Automotive Technology II: This course prepares the individual to apply higher levels of technical knowledge and skills to maintain, diagnose and repair automobiles and light trucks. Students will gain in-depth knowledge needed to troubleshoot and identify malfunctioning components and sensors; and correct these problems in four areas: 1) brake systems; 2) electrical/electronic systems; 3) steering and suspension systems; and 4) engine performance analysis. Graduates should be able to pass the ASE tests for each of the four areas.

-or-

Option B

47.0600.30 Automotive Collision Repair I: This course prepares individuals to apply basic technical knowledge and skills in seven standards areas: 1) safety and maintenance; 2) damage analysis and preparing repair cost estimates; 3) disassemble and assemble parts, 4) non-structural repair; 5) metal, plastic and fiberglass repairs; 6) prepare and finish surfaces; and 7) paint and refinishing techniques.

-and-

47.0600.35 Automotive Collision Repair II: This course prepares the individual to apply higher levels of technical knowledge and skills to repair, reconstruct and finish automobile and light truck bodies, fenders and external features. Includes instruction in seven competency areas: 1) safety and maintenance; 2) damage analysis and damage reports; 3) disassemble and assemble parts; 4) non-structural repairs; 5) metal, plastic and fiberglass repairs; 6) prepare and finish surfaces; and 7) paint and refinishing techniques. Graduates will be prepared to pass the four specialized tests required for the Master Collision Repair and Refinish Certification.

-or-

Option C

47.0600.40 Diesel Engine Repair Technology I: Course description is under development.

-and-

47.0600.45 Diesel Engine Repair Technology II: Course description is under development.

-or-

Option D

47.0600.50 Aircraft Mechanics I: Course description is under development.

-and-

47.0600.55 Aircraft Mechanics II: Course description is under development.

And program may elect to add:

47.0600.75 Automotive Technologies - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Automotive Technology knowledge and skills.

-or-

47.0600.80 Automotive Technologies - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning experiences related to the standards identified for the Automotive Technologies program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE AUTOMOTIVE TECHNOLOGIES PROGRAM

CAREER PREPARATION: The instructor must be vocationally certified according to the following table

Automotive Technologies	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary

Note:

- Automotive Technologies, 47.0600.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 47.0600.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 47.0600.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE AUTOMOTIVE TECHNOLOGIES PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Biomedical Health Technologies

PROGRAM 51.1000
CIP CODE:

DESCRIPTION: Program Description Under Development

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Career Program Sequence Under Development
Preparation
Grades
10-12

TEACHER CERTIFICATION REQUIREMENTS FOR THE BIOMEDICAL HEALTH TECHNOLOGIES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Biomedical Health Technologies	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

CERTIFICATE ABBREVIATIONS FOR THE BIOMEDICAL HEALTH TECHNOLOGIES PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Business Management and Administrative Services

**PROGRAM
CIP CODE:** 52.0200

DESCRIPTION: The Business Management and Administrative Services instructional program prepares students to perform technical support services involved with planning, organizing, researching, directing and controlling functions related to the production, buying and selling of goods and services in domestic and international markets. In addition students will possess the foundation skills needed for postsecondary studies in any area of business. An integrated approach to teaching and learning is recommended as students develop interpersonal relations, career development skills and technical knowledge and skills associated with functions essential for a business operation. Students completing this program will be prepared to participate in teams to solve problems and make decisions about business related issues. The program is designed and delivered as a coherent sequence of school-based and work-based experiences. Leadership skills are developed through the state recognized Career and Technical Student Organizations, FBLA or DECA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All of the Career Preparation state-designated Business Management And Administrative Services standards are addressed in this instructional sequence.

Schools with ADE approved Business Management and Administrative Services programs will utilize all of the industry-validated state standards for this program in the design and delivery of the following recommended sequence of courses.

52.0200.10 Introduction to Business Management and Administrative Services: This course is recommended for students who have an interest in business and a desire to understand how business works in today's global economy. This course prepares students with technical skills and knowledge related to the economics, management and administrative support functions of business, which cut across industries. A computer with business applications software is used by students as a tool to perform business tasks.

-and-

52.0200.20 Basic Business Management and Administrative Services: Students enrolled in this course will develop knowledge and skills in applied research, business communications, principles of business law, public relations, information management, meeting planning and office supervisory skills. A computer with business applications software is used by students to perform project management and other business tasks.

-and-

One or more of the following courses will be included in the coherent sequence of courses for this instructional program:

52.0200.30 Advanced Business Management and Administrative Services: This course includes instruction in business planning and operations. Computer software applications are applied to the technical support functions essential to the operation of an enterprise and buying and selling of goods and services.

-or-

52.0200.75 Business Management and Administrative Services - Internship: This course provides students an opportunity to apply previously developed business management and administrative knowledge and skills while participating in a structured work experience. Students may be paid or unpaid for their work experience.

-or-

52.0200.80 Business Management and Administrative Services - Cooperative Education: This experience is designed to provide students with both school-based and work-based learning. Training plans and training agreements are based on previously developed business management and administrative knowledge and skills. Students generally work a minimum of 15 hours a week.

TEACHER CERTIFICATION REQUIREMENTS FOR THE BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Business Management and Administrative Services	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary

Note:

- Business Management and Administrative Services, 52.0200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 52.0200.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 52.0200.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE BUSINESS MANAGEMENT AND ADMINISTRATIVE SERVICES PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VME	Vocational Marketing Education
PVBM	Provisional Vocational Business and Marketing		
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Carpentry Technologies

**PROGRAM
CIP CODE:** 46.0200

DESCRIPTION: The Carpentry Technologies program prepares students to apply technical knowledge and skills to lay out, cut, fabricate, erect, install, and repair wooden structures and fixtures, using hand and power tools. Includes instruction in mathematics, framing, construction materials and selection, job estimating, blueprint reading, foundations and roughing-in, finish carpentry techniques, and applicable codes and standards. The program is comprised of a core curriculum and two options: Option A (Carpentry) and Option B (Cabinetmaking).

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

46.0200.10 Carpentry Technologies Core Curriculum: Course description is under development.

-and-

At least one option must be included as part of the instructional sequence for this program:

Option A

46.0200.20 Carpentry Technology I: Course description is under development.

-and-

46.0200.25 Carpentry Technology II: Course description is under development.

-or-

Option B

46.0200.30 Cabinetmaking I: This course prepares students to apply technical knowledge and skills to set up, operate and repair industrial cabinetmaking machinery and to use such machinery to design and fabricate wooden components and complete articles.

-and-

- 46.0200.35 Cabinetmaking II:** This course prepares students for advanced technical knowledge and skills using a variety of cabinetmaking techniques and equipment.

And program may elect to add:

- 46.0200.75 Carpentry Technologies - Internship:** This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Carpentry Technologies knowledge and skills.

-or-

- 46.0200.80 Carpentry Technologies - Cooperative Education:** This course utilizes cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Carpentry Technologies program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE CARPENTRY TECHNOLOGIES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Carpentry Technologies	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)
Note: <ul style="list-style-type: none"> ▪ Carpentry Technologies 46.0200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 46.0200.75 is required to have a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 46.0200.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE CARPENTRY TECHNOLOGIES PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Construction Technologies

**PROGRAM
CIP CODE:** 46.0400

DESCRIPTION: The Construction Technologies program is designed to prepare students for careers in the Construction Industries. The occupational standards for both options are aligned with the National Center for Construction Education and Research (NCCER) standards. Construction Technologies I include units of instruction in electrical, masonry, concrete finishing and plumbing. Construction Technologies II includes units of instruction in floor systems, wall and ceiling framing, roof framing, site layout, exterior finish and roofing applications.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

46.0400.10 Construction Technologies Core Curriculum: This course includes units of instruction in career planning, oral and written communications, understanding financial operations, teamwork, human relations, basic safety, construction math, hand tools, power tools, reading blueprints, basic rigging and exploring careers in construction

-and-

46.0400.20 Construction Technologies I: This course prepares the individual to apply basic technical knowledge and skills in residential construction.

-and-

46.0400.25 Construction Technologies II: This course prepares the individual to apply advanced technical knowledge and skills in residential construction.

And program may elect to add:

46.0400.75 Construction Technologies - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid

or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Construction Technologies knowledge and skills.

-and-

46.0400.80 Construction Technologies - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences, directly related to the standards identified for the Construction Technologies program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE CONSTRUCTION TECHNOLOGIES PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Construction Technologies	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
Note: <ul style="list-style-type: none"> Construction Technologies, 46.0400.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 46.0400.75 is not required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 46.0400.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE CONSTRUCTION TECHNOLOGIES PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Cosmetology

**PROGRAM
CIP CODE:** 12.0400

DESCRIPTION: The Cosmetology instructional program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of cosmetology services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with careers in this field. Students completing this program will be prepared to participate in teams, solve problems think critically and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience and personal development through the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All of the Career Preparation state-designated Cosmetology standards are addressed in this instructional sequence.

12.0400.10 Fundamentals of Cosmetology: This course introduces students to careers in Cosmetology by preparing them to apply academic, employability and technical knowledge and skills related to common industry standards and practices.

-and-

12.0400.20 Cosmetology - Advanced Applications: This course introduces students to careers in Cosmetology by preparing them to apply academic, employability and technical knowledge and skills related to common industry standards and practices.

And program may elect to add:

12.0400.75 Cosmetology - Internship: This course provides students an opportunity to apply previously developed knowledge and skill in Cosmetology into a structured work experience. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

12.0400.80 Cosmetology - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards for the Cosmetology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE COSMETOLOGY PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Cosmetology	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
Note: <ul style="list-style-type: none"> ▪ Cosmetology, 12.0400.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 12.0400.75 is not required to have a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 12.0400.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE COSMETOLOGY PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Culinary Arts

**PROGRAM
CIP CODE: 12.0500**

DESCRIPTION: The Culinary Arts program is designed to prepare students to apply technical knowledge and skills required for food production and service occupations in institutional and commercial food establishments. Students completing this program will possess the technical knowledge and skills required for planning, selecting, storing, purchasing, preparing and serving quality food products. Nutritive values, safety and sanitation procedures, use of commercial equipment, serving techniques, special diets and management of food establishments will also be studied. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life and employability skills, business, economic, and leadership skills required for culinary arts occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, FCCLA and SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the state-designated Culinary Arts standards are addressed in this instructional sequence.

12.0500.10 Fundamentals of Culinary Arts: This course prepares students to serve under the supervision of food service professionals as kitchen support staff and commercial food preparation workers. It includes instruction in kitchen equipment, organization and operations, sanitation, quality control, quantity food preparation and cooking skills.

-and-

12.0500.20 Culinary Arts Applications: This course prepares students with advanced applications in kitchen equipment, organization and operations, sanitation, quality control, quantity food preparation and cooking skills. Additionally, students have training in business operations of a food and beverage operation.

And program may elect to add:

12.0500.75 Culinary Arts - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Culinary Arts knowledge and skills.

-or-

12.0500.80 Culinary Arts - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards for the Culinary Arts program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE CULINARY ARTS PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Culinary Arts	CERTIFICATES	
	Types: BVT, SVT Approved Areas: FCS, VHE, VRO	Types: PVF, SVF, PCTF, SCTF No Approvals Necessary
	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary

Note:

- Culinary Arts, 12.0500.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 12.0500.75 is not required to have a Cooperative Education Endorsement (CEN).
- CTE certified teachers with a CEN certificate may manage Culinary Arts students for 12.0500.80 with a work plan approved by Culinary Arts teacher of record.

CERTIFICATE ABBREVIATIONS FOR THE CULINARY ARTS PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	FCS	Family and Consumer Sciences Education
PCTF	Provisional Career and Technical Education Family Consumer Sciences	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Industrial Technology	VHE	Vocational Home Economics
PVF	Provisional Vocational Family Consumer Sciences	VRO	Vocational Related Occupations
PVI	Provisional Vocational Industrial Technology	VTT	Vocational Trade and Technical Education
SCTF	Standard Career and Technical Education Family Consumer Sciences		
SCTI	Standard Career and Technical Industrial Technology		
SVF	Standard Vocational Family Consumer Sciences		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Dental Assisting
(Standards to be Developed)

**PROGRAM
CIP CODE:** 51.0600

DESCRIPTION: The Dental Assisting program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of medical assisting healthcare services - both front office and clinical responsibilities. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with a dental assistant. Students completing this program will be prepared to participate in teams, solve problems, think critically, and implement effective solutions. The program will be designed and delivered as a coherent sequence of experiences using technical instruction, experiential learning, supervised clinical experience, and leadership and personal development through the career and technical student organization, HOSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended sequence of courses yet to be developed that will be necessary for initial employment or continued related education.

51.0600.10 Fundamentals of Dental Assisting: This course prepares students to apply academic, technical knowledge and skills of the Dental Assistant in a clinical or dental office setting or to continue into postsecondary education.

-and-

51.0600.20 Dental Assisting - Advanced Applications: This course prepares students to apply academic, technical knowledge and skills of the Dental Assistant in a clinical or dental office setting or to continue into postsecondary education.

And program may elect to add:

51.0600.75 Dental Assisting - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific option they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

51.0600.80 Dental Assisting - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific program they have studied.

TEACHER CERTIFICATION REQUIREMENTS FOR THE DENTAL ASSISTING PROGRAM		
Career Preparation: The instructor must be CTE certified according to the following table		
Dental Assisting	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)
Note: <ul style="list-style-type: none"> Dental Assisting, 51.0600.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.0600.75 is required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.0600.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE DENTAL ASSISTING PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Design and Merchandising

**PROGRAM
CIP CODE:** 52.1900

DESCRIPTION: The Design and Merchandising program is designed to prepare students for employment or advanced postsecondary coursework in design production; apparel or home furnishings sales and manufacturing; custom fashion or interior design; supervisory positions in home furnishings and apparel manufacturing; and as buyers for retail establishments. A student completing this program will possess the technical knowledge and skills associated with fashion or interior design/production and selection, wholesale purchasing, sales and promotion. In addition to technical skills, students completing this program will also develop advanced critical thinking, career development, applied academic, life and employability skills, basic business practices and leadership skills required for entry into fashion or interior design and merchandising occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience and the Career and Technical Student Organization, FCCLA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the state-designated Design and Merchandising standards are addressed in this instructional sequence.

52.1900.10 Fundamentals of Design and Merchandising: This course introduces students to the technical knowledge and skills associated with design principles, production, selection, marketing principles, display, purchase, sales, promotion, construction, textile science and business practices.

-and-

Option A

52.1900.20 Fashion Design and Merchandising Applications: This course is designed for students to apply advanced occupational skills in fashion design, production, selection, marketing, display, purchase, sales, promotion and materials selection.

-or-

Option B

52.1900.30 Interior Design and Merchandising Applications: This course is designed for students to apply advanced occupational skills in interior design plans and drawings, furnishings and materials selection, marketing, display, purchasing, sales, promotion and business practices.

And program may elect to add:

52.1900.75 Design and Merchandising - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Design and Merchandising knowledge and skills.

-or-

52.1900.80 Design and Merchandising - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Design and Merchandising program option.

TEACHER CERTIFICATION REQUIREMENTS FOR THE DESIGN AND MERCHANDISING PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Design and Merchandising	CERTIFICATES	
	Types: BVT, SVT Approved Areas: FCS, VHE, VRO	Types: PVF, SVF, PCTF, SCTF No Approvals Necessary
	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary

Note:

- Design and Merchandising, 52.1900.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 52.1900.75 is not required to have a Cooperative Education Endorsement (CEN).
- CTE certified teachers with a CEN certificate may manage Design and Merchandising students for 52.1900.80 with a work plan approved by Design and Merchandising teacher of record.

CERTIFICATE ABBREVIATIONS FOR THE DESIGN AND MERCHANDISING PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	FCS	Family and Consumer Sciences Education
PCTF	Provisional Career and Technical Education Family Consumer Sciences	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VHE	Vocational Home Economics
PVBM	Provisional Vocational Business and Marketing	VME	Vocational Marketing Education
PVF	Provisional Vocational Family Consumer Sciences	VRO	Vocational Related Occupations
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SCTF	Standard Career and Technical Education Family Consumer Sciences		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVF	Standard Vocational Family Consumer Sciences		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Diagnostic and Intervention Technologies
(Standards to be Developed)

**PROGRAM
CIP CODE:** 51.0900

DESCRIPTION: The Diagnostic and Intervention Technologies program is composed of three options: Respiratory Therapy Technician, Emergency Medical Paramedics and Surgical Technician. Students completing this program will be prepared to participate in teams, solve problems, think critically and implement effective solutions. The program will be designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience, leadership and personal development through the Career and Technical Student Organization, HOSA.

These options will be designed to prepare high school students with the foundations in knowledge and technical skills needed to help prepare them to continue their education toward their chosen option by successfully completing an appropriate postsecondary program. Affiliations with local community college programs can provide high school students with dual or concurrent credit that can be applied toward their postsecondary certificate or degree.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12**

The following describes a recommended sequence of courses. All the state-mandated Career Preparation standards are yet to be developed.

The Diagnostic and Intervention Technologies program consists of three options, each of which will have its own set of Career Preparation standards (standards to be developed). In the new delivery system, at least two Carnegie Units will be earned in the Career Preparation sequence of courses.

Option A

51.0900.20 Fundamentals of Respiratory Therapy: This course, when developed, will help prepare students to continue their education toward becoming a Respiratory Therapy Technician by completing an appropriate postsecondary program.

-and-

51.0900.25 Respiratory Therapy - Advanced Applications: This course, when developed, will help prepare students to continue their education toward becoming a Respiratory Therapy Technician by completing an appropriate postsecondary program.

-or-

Option B

51.0900.30 Fundamentals of Emergency Medical Paramedics: This course, when developed, will help prepare students to continue their education toward becoming an Emergency Medical Paramedic by completing an appropriate postsecondary program.

-and-

51.0900.35 Emergency Medical Paramedics - Advanced Applications: This course, when developed, will help prepare students to continue their education toward becoming an Emergency Medical Paramedic by completing an appropriate postsecondary program.

-or-

Option C

51.0900.40 Fundamentals of Surgical Technicians: This course, when developed, will help prepare students to continue their education toward becoming a Surgical Technician by completing an appropriate postsecondary program.

-and-

51.0900.45 Surgical Technicians - Advance Applications: This course, when developed, will help prepare students to continue their education toward becoming a Surgical Technician by completing an appropriate postsecondary program.

And program may elect to add:

51.0900.75 Diagnostic & Intervention Technologies - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific option they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

51.0900.80 Diagnostic & Intervention Technologies - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific option they have studied.

**TEACHER CERTIFICATION REQUIREMENTS FOR THE
DIAGNOSTIC AND INTERVENTION TECHNOLOGIES PROGRAM**

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Diagnostic and Intervention Technologies	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

Note:

- Diagnostic and Intervention Technologies, 51.0900.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 51.0900.75 is required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 51.0900.80 is required to have a Cooperative Education Endorsement (CEN).

**CERTIFICATE ABBREVIATIONS FOR THE
DIAGNOSTIC AND INTERVENTION TECHNOLOGIES PROGRAM**

Certificate Types (To Be Determined)	Approved Areas List (To Be Determined)

Diagnostic and Intervention Technologies Teacher Credentials

The table below contains information on credentials for each of the Diagnostic & Intervention Technologies options. This is a comprehensive list for each of the options but is not exhaustive. As a result of removing certification and licensure requirements from the Career and Technical Education Health Careers teacher certification regulations, the Career and Technical Education Division of the Arizona Department of Education will do the following:

- Monitor of teacher qualifications through the new program Notification of Intent process;
- Include industry certification and licensure requirements in the “Handbook”;
- Provide industry certification and licensure requirements in curriculum frameworks; and
- Send yearly letters to school superintendents and principals providing industry certification and licensure requirement information.

OPTIONS	TEACHER-PROFESSION	CREDENTIAL/ CREDENTIALING AGENCY
Respiratory Therapy Technicians	(to be determined)	(to be determined)
Emergency Medical Paramedics	(to be determined)	(to be determined)
Surgical Technicians	(to be determined)	(to be determined)

PROGRAM: Drafting and Design Technology

**PROGRAM
CIP CODE:** 15.1300

DESCRIPTION: The Drafting and Design Technology program is designed to prepare students to apply technical skills via computer assisted design and drafting to create two-dimensional and three-dimensional engineering designs. It includes instruction in specification interpretation, dimensioning techniques, drafting calculations, material estimation, technical communications, and computer applications. In addition to the occupation related skills, students completing this program will develop advanced critical thinking, applied academics, interpersonal relations, life management, and business, economic, and leadership skills required for the 21st century workplace. The Drafting and Design Technology program consists of a core curriculum and four areas of specialization for a student to choose from: Option A) Architectural Drafting, Option B) Civil Drafting, Option C) Electronics Drafting, and Option D) Mechanical Drafting. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Drafting and Design Technology standards are addressed in this instructional sequence.

15.1300.10 Drafting and Design Technology Fundamentals: This course prepares students to apply technical knowledge and skills to plan and prepare scale interpretations of engineering, design and architectural projects. It includes instruction in creating layouts and designs, blueprints and renderings and in the use of computer-assisted design programs. In addition to knowledge of drafting technologies, students will have the opportunity to place special emphasis on more specific services and/or industries in which they have an interest.

-and-

One of the following Career Preparation courses (.20, .30, .40 or .50) will be included as part of the instructional sequence for this program:

Option A

15.1300.20 Architectural Drafting: This course prepares students to apply technical knowledge and skills to develop working drawings and electronic simulations for architectural and related construction projects. Includes instruction in basic construction and structural design, architectural rendering, layout and designs, blueprint interpretation, building materials and basic structural wiring diagramming.

-or-

Option B

15.1300.30 Civil Drafting: This course prepares students to apply technical knowledge and skills to develop working drawings and electronic simulations in support of civil and geological engineers. Includes instruction in basic civil engineering principles, geological and seismographic mapping, machine and pipe drafting, survey interpretation and blueprint reading.

-or-

Option C

15.1300.40 Electronics Drafting: This course prepares students to apply technical knowledge and skills to develop working schematics and representations in support of electrical/electronic and computer engineers. Includes instruction in basic electronics, electrical systems and computer layouts, electronic circuitry and electrical systems specification interpretation.

-or-

Option D

15.1300.50 Mechanical Drafting: This course prepares students to apply technical knowledge and skills to develop working drawings and electronic simulations in support of mechanical and industrial engineers. Includes instruction in manufacturing materials and processes, mechanical drafting, basic metallurgy, geometric dimensioning and tolerance, blueprint reading and technical communications.

And program may elect to add:

15.1300.75 Drafting and Design Technology - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience, that can be either paid or unpaid and does not necessarily require classroom instruction, that involves the application of previously developed Drafting and Design Technology knowledge and skills.

-or-

15.1300.80 Drafting and Design Technology - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Drafting and Design Technology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE DRAFTING AND DESIGN TECHNOLOGY PROGRAM

CAREER PREPARATION: The instructor must be vocationally certified according to the following table:

Drafting and Design Technology	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITT, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
Note: <ul style="list-style-type: none"> Drafting and Design Technology, 15.1300.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 15.1300.75 is required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 15.1300.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE DRAFTING AND DESIGN TECHNOLOGY PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITT	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Early Childhood Education

**PROGRAM
CIP CODE:** 13.1210

DESCRIPTION: The Early Childhood Education program is designed to prepare students for employment in early childhood settings. The program includes instruction in child growth and development, child health, nutrition, safety, planning and supervision of developmentally appropriate play and learning activities. Child guidance, family relationships, parenting and applicable legal and administrative requirements are addressed, as well. Preparation for the development and management of effective early childhood programs and facilities is included. In addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life and employability skills, business, economic and leadership skills required for entry into Early Childhood Education occupations. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience and the Career and Technical Student Organization, FCCLA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended sequence of courses organized on the basis of industry-recognized skills necessary for initial employment or continued related education. All the state-designated Early Childhood Education standards are addressed in this instructional sequence.

13.1210.10 Fundamentals of Early Childhood Education: This course prepares occupational students to understand the physical, mental, emotional and social growth and development of children. It is recommended that a portion of class time be spent observing young children.

-and-

13.1210.20 Early Childhood Education Applications: This course prepares students for occupations in early childhood education in both the public and private sector. At least 50% of students time should be spent working with children below grade three. High school students may receive certifications such as the Child Development Association (CDA) upon completion of the program.

And program may elect to add:

13.1210.75 Early Childhood Education - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Early Childhood Education knowledge and skills.

-or-

13.1210.80 Early Childhood Education - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards for the Early Childhood Education program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Early Childhood Education	CERTIFICATES	
	Types: BVT, SVT Approved Areas: FCS, VHE, VRO	Types: PVF, SVF, PCTF, SCTF No Approvals Necessary

Note:

- Early Childhood Education, 13.1210.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 13.1210.75 is not required to have a Cooperative Education Endorsement (CEN).
- CTE certified teachers with a CEN certificate may manage Early Childhood Education students for 13.1210.80 with a work plan approved by Early Childhood Education teacher of record.

CERTIFICATE ABBREVIATIONS FOR THE EARLY CHILDHOOD EDUCATION PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	FCS	Family and Consumer Sciences Education
PCTF	Provisional Career and Technical Education Family Consumer Sciences	VHE	Vocational Home Economics
PVF	Provisional Vocational Family Consumer Sciences	VRO	Vocational Related Occupations
SCTF	Standard Career and Technical Education Family Consumer Sciences		
SVF	Standard Vocational Family Consumer Sciences		
SVT	Standard Vocational Education		

Program: Education Professions

**PROGRAM
CIP CODE:** 13.1200

DESCRIPTION: The Education Professions program is designed to prepare students for employment or postsecondary opportunities in the education field. The program provides instruction in education career choices, education structure and systems, theory, pedagogy, developmental stages, learning styles and methodology. The program also provides interactive experiences with students at different age levels, in a variety of content areas in educational environments. Education Professions is designed to articulate with the Introduction to Education courses at the community college and para-professional preparation programs. In addition to technical skills, students completing this program will develop advanced critical thinking skills, enhanced academic skills, develop civic responsibility, understand education as a consumer, and develop employability and leadership skills. The program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential/service learning, supervised work-based learning and the student organization, FEA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation State-designated Education Professions standards are addressed in this instructional program.

13.1200.10 Education Professions Fundamentals: This course provides students with instruction in education career choices, education structure and systems, legal and ethical responsibility of educators. It provides instruction in developmental stages of children, education theory, pedagogy and methodology. It is recommended that observation and interactive field experience be a significant part of this course.

-and-

13.1200.20 Education Professions Applications: This course prepares students to work in an educational environment. The course should expound on learning styles, interactions with students, use of equipment and resources, methodology both in preparation and presentation in the classroom as a workplace.

And program may elect to add:

13.1200.75 Education Professions - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Education Professions knowledge and skills.

-or-

13.1200.80 Education Professions - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based learning and supervised work-based learning experiences directly related to the standards for the Education Professions program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE EDUCATION PROFESSIONS PROGRAM	
CAREER PREPARATION: The instructor must be certified according to the following table	
Education Professions	CERTIFICATES
	Types: BSC, SSC, BEC, KEC, SEC, PSC, PEC, PCTF, SCTF , SCC, HHS, SED, SLD, SMR, SSL, VHS
	Additional Requirements: Minimum of three years teaching experience. Education Professions Curriculum Training as approved by the Arizona Department of Education
Note: <ul style="list-style-type: none"> Teacher/Coordinator 13.1200.80 is required to have a Cooperative Education Endorsement (CEN). 	

CERTIFICATE ABBREVIATIONS FOR THE EDUCATION PROFESSIONS PROGRAM	
Certificate Types	Approved Areas List
BEC Basic Elementary Certificate	
BSC Basic Secondary Certificate	
HHS Standard Hearing Impaired, K-12	
KEC Kindergarten Elementary Certificate	
PCTF Provisional Career and Technical Education Family Consumer Sciences	
PEC Provisional Elementary Certificate	
PSC Provisional Secondary Certificate	
SCC Standard Cross Categorical Special Ed, K-12	
SCTF Standard Career and Technical Education Family Consumer Sciences	
SEC Standard Elementary Certificate	
SED Standard Special Education ED K-12	
SLD Standard Special Education LD K-12	
SMR Standard Special Education MR K-12	
SSC Standard Secondary Certificate	
SSL Standard Speech/Language Impaired, K-12	
SVF Standard Vocational Family Consumer Sciences	
SVT Standard Vocational Education	
VHS Standard Visually Impaired, K-12	

PROGRAM: Electrical and Power Transmission Technology

**PROGRAM
CIP CODE:** 46.0300

DESCRIPTION: The Electrical and Power Transmission Technology a program that generally prepares individuals to apply technical knowledge and skills to install indoor and outdoor residential, commercial, and industrial electrical systems and associated power transmission lines. Includes instruction in electricity, safety procedures, wiring, insulation and grounding, schematic blueprint interpretation, equipment operation and maintenance, and applicable codes and standards is designed to prepare students for careers in the Construction Industries. The occupational standards for both options are aligned with the National Center for Construction Education and Research (NCCER) standards. Construction Technologies I includes units of instruction in electrical, masonry, concrete finishing and plumbing. Construction Technologies II includes units of instruction in floor systems, wall and ceiling framing, roof framing, site layout, exterior finish and roofing applications. The program is comprised of a core curriculum and two options: Option A (Residential Electrician) and Option B (Industrial Electrician).

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

46.0300.10 Electrical Fundamentals: This course includes units of instruction in career planning, oral and written communications, understanding financial operations, teamwork, human relations, basic safety, construction math, hand tools, power tools, reading blueprints, basic rigging and exploring careers in construction.

-and-

At least one option must be included as part of the instructional sequence for this program:

Option A

46.0300.20 Residential Electrician I: Course description is under development.

-and-

46.0300.25 Residential Electrician II: Course description is under development.

-or-

Option B

46.0300.30 Industrial Electrician I: This course prepares the individual to apply basic knowledge and skills in electrical theory and applications in industrial settings by performing preventive maintenance tasks or making minor repairs.

-and-

46.0300.35 Industrial Electrician II: This course prepares the individual to apply advanced technical knowledge and skills to repair electrical machinery and equipment and delivery systems.

And program may elect to add:

46.0300.75 Electrical and Power Transmission Technology - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Electrical and Power Transmission Technology knowledge and skills.

-or-

46.0300.80 Electrical and Power Transmission Technology - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences, directly related to the standards identified for the Electrical and Power Transmission Technology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE ELECTRICAL AND POWER TRANSMISSION TECHNOLOGY PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Electrical and Power Transmission Technology	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)
Note: <ul style="list-style-type: none"> ▪ Electrical and Power Transmission Technology, 46.0300.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 46.0300.75 is not required to have a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 46.0300.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE ELECTRICAL AND POWER TRANSMISSION TECHNOLOGY PROGRAM

Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Electronic Technology

**PROGRAM
CIP CODE:** 15.0300

DESCRIPTION: The Electronic Technology program is designed to prepare students to apply basic engineering principles and technical skills in support of electrical, electronics and communication engineers. Includes instruction in electrical circuitry, prototype development and testing, systems analysis and testing, systems maintenance, instrument calibration and report preparation, in addition to technical skills, students completing this program will also develop advanced critical thinking, applied academic, career development, life management, business, economic and leadership skills required for Electronic Technology occupations.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

15.0300.10 Electronic Technology Core Curriculum: Students will learn basic safety principles and practices used in electronic manufacturing industries and/or repairing electronic equipment. Students will learn how to use basic hand tools, test equipment and troubleshooting techniques. Other units of instruction include basic math through trigonometry, reading and interpreting schematic diagrams and technical drawings, soldering-desoldering techniques and other basic assembly skills.

-and-

15.0300.20 Basic Electricity Principles and Applications: This course includes units of instruction in basic concepts, electrical quantities and units, basic circuits, laws and measurements, circuit components, multiple-load circuits, complex-circuit analysis, magnetism, alternating current and voltage, power in AC circuits, capacitance, inductance, transformers, RCL circuits, electric motors, and test equipment.

-and-

15.0300.25 Basic Electronic Principles and Applications: This course includes units of instruction in semiconductors, diodes, power supplies, transistors, small-signal amplifiers, large-signal amplifiers, operational amplifiers, oscillators, communications theory, integrated circuits, silicon-controlled rectifiers, regulated power supplies and digital signal processing.

And program may elect to add:

15.0300.75 Electronic Technology - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Electronic Technology knowledge and skills.

-or-

15.0300.80 Electronic Technology - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Electronic Technology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE ELECTRONIC TECHNOLOGY PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Electronic Technology	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
Note: <ul style="list-style-type: none"> ▪ Electronic Technology, 15.0300.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 15.0300.75 is not required to have a Cooperative Education Endorsement (CEN). ▪ Teacher/Coordinator 15.0300.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE ELECTRONIC TECHNOLOGY PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Engineering Sciences

PROGRAM 15.1000
CIP CODE:

DESCRIPTION: Program Description Under Development

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Career Program Sequence Under Development
Preparation
Grades
10-12

TEACHER CERTIFICATION REQUIREMENTS FOR THE ENGINEERING SCIENCES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Engineering Sciences	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

CERTIFICATE ABBREVIATIONS FOR THE ENGINEERING SCIENCES PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Financial Services

**PROGRAM
CIP CODE:** 52.0800

DESCRIPTION: The Financial Services instructional program prepares students to provide a wide variety of customer services and technical support in investments and securities, financial planning, credit management, insurance, real estate and banking and other financial related areas. Development of leadership skills is integral to the students' success in the program. The Career and Technical Student Organizations, FBLA or DECA students who complete this program will be prepared to participate in teams to solve problems and think critically about managing their personal finances and those of a business organization. In addition, students will possess the academic and foundation occupational skills and knowledge needed to pursue specialized postsecondary studies in finance. Instruction is designed and planned utilizing the state standards for the program. The program is designed and delivered as a coherent sequence of courses utilizing technical instruction, experiential learning, and supervised work-based experience.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All Career Preparation state-designated Financial Services standards are addressed in this instructional sequence.

Schools with ADE approved Financial Services programs will utilize all of the industry-validated state standards for this program in the design and delivery of the following recommended sequence of courses.

52.0800.10 Introduction to Business and Financial Services: Students enrolled in this course will receive instruction in a variety of customer services provided by banks, insurance agencies, investment brokers, credit unions and related enterprises. General knowledge of budgeting and credit management are outcomes of this course. A computer with business applications software is used by students to perform business and finance related tasks.

-and-

52.0800.20 Basic Financial Services: Students enrolled in this course will receive instruction in principles of economics and accounting, financial instruments, economic and monetary systems. A computer with business applications software is used by students to perform basic financial management tasks.

-and-

One or more of the following courses will be included as part of the instructional sequence for this program:

52.0800.30 Advanced Financial Services: The outcomes of this course are integrated into learning experiences allowing students to demonstrate their knowledge and skills in the full range of Financial Services State standards through projects and simulations.

-or-

52.0800.75 Financial Services - Internship: This course provides students an opportunity to apply previously developed financial services knowledge and skills while participating in a structured work experience. Students may be paid or unpaid for their work experience.

-or-

52.0800.80 Financial Services - Cooperative Education: This course is designed to provide students with both school-based and work-based learning. Training plans and training agreements are based on previously developed financial services knowledge and skills. Students generally work a minimum of 15 hours a week.

TEACHER CERTIFICATION REQUIREMENTS FOR THE FINANCIAL SERVICES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Financial Services	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary
Note: <ul style="list-style-type: none"> Financial Services, 52.0800.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 52.0800.75 is not required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 52.0800.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE FINANCIAL SERVICES PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VME	Vocational Marketing Education
PVBM	Provisional Vocational Business and Marketing		
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Fire Science

**PROGRAM
CIP CODE: 43.0200**

DESCRIPTION: The Fire Science program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of Fire Science services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge, and skills associated with careers in this field. Students completing this program will be prepared to participate in teams, solve problems, think critically and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience and leadership and personal development through the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All of the Career Preparation state-designated Fire Science standards are addressed in this instructional sequence.

43.0200.10 Fundamentals of Fire Science: This course introduces students to careers in Fire Science and prepares students to apply academic, employability and technical knowledge and skills related to common industry standards and practices of Fire Science.

-and-

43.0200.20 Fire Science - Advanced Applications: This course prepares students to apply advanced academic and technical knowledge and skills in a variety of settings within Fire Science.

And program may elect to add:

43.0200.75 Fire Science - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific option they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

43.0200.80 Fire Science - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific option they have studied.

TEACHER CERTIFICATION REQUIREMENTS FOR THE FIRE SCIENCE PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Fire Science	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary

Note:

- Fire Science, 43.0200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 43.0200.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 43.0200.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE FIRE SCIENCE PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Graphic Communications

**PROGRAM
CIP CODE:** 10.0300

DESCRIPTION: The Graphic Communications program is designed to prepare students for employment/postsecondary education related to the fields of Graphic Arts, Graphic Design, or Photo-Imaging. An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Graphic Communications occupations. In addition to the occupation related skills, students completing this program will develop advanced critical thinking, applied academics, interpersonal relations, life management, business, economic, and leadership skills required for the 21st century workplace. The Graphic Communications program consists of a core curriculum and three areas of specialization for a student to choose from: Option A) Graphic Arts, Option B) Graphic Design, or Option C) Photo-Imaging. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Graphic Communications standards are addressed in this instructional sequence.

10.0300.10 Graphic Communications Fundamentals: This course includes units of instruction in all aspects of the industry, career development, applied math, safety, legal issues, customer service, basic computer and design skills, color management and preparing a portfolio for Graphic Communications occupations.

-and-

The following course can be added, if necessary, to the Coherent Sequence of Instruction.

10.0300.12 Graphic Communication Fundamentals II: This course is a continuation of Graphic Communications Fundamentals if necessary. Instruction will include all aspects of the industry, career development, applied math, safety, legal issues, customer service, basic computer and design skills, color management and preparing a portfolio for Graphic Communications occupations.

-and-

Two of the following Career Preparation courses (.20 and .25 or .30 and .35 or .40 and .45) will be included as part of the instructional sequence for this program:

Option A

10.0300.20 Graphic Arts I: This course prepares the individual to apply basic artistic and computer techniques to the interpretation of technical and commercial concepts of press operations. Includes instruction in computer assisted art and design, printmaking, color theory, platemaking, image assembly, press operations and print finishing/distribution.

-and-

10.0300.25 Graphic Arts II: This course prepares the individual to apply advanced technical knowledge and skills to the layout, design, and typographic arrangements of printed and electronic media. Includes theory and hands-on instruction in offset and digital printing equipment and operations, lithography, screen printing, digital imaging, print preparation, desktop publishing, and will provide a distinct understanding of the printing industry and its business operations.

-or-

Option B

10.0300.30 Graphic Design I: This course includes units of instruction in applied visual arts that prepares the individual to use basic artistic techniques to effectively communicate ideas and information to business and customer audiences via illustrations and other forms of digital or printed media. Students will continue the development of the electronic and traditional portfolio.

-and-

10.0300.35 Graphic Design II: This course prepares the individual to apply advance knowledge and skills to prepare customer documents. The course includes units of instruction in concept and layout, paste-up techniques such as drawing, cartooning, and computer graphics. Students will complete the electronic and traditional portfolio.

-or-

Option C

10.0300.40 Photo Imaging I: This course includes units of instruction in applied visual arts that prepares the individual to use basic artistic techniques to effectively communicate ideas and information to business and customer audiences through the recording of events and people, via digital photography.

-and-

10.0300.45 Photo Imaging II: This course prepares the individual to apply advanced knowledge and skills to produce quality photographs through the use of digital photography. The course includes units of instruction in specialized camera and equipment operation and maintenance, applications to commercial and industrial needs and photography business operations.

And program may elect to add:

10.0300.75 Graphic Communications - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Graphic Communications knowledge and skills.

-or-

10.0300.80 Graphic Communications - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Graphic Communications program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE GRAPHIC COMMUNICATIONS PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Graphic Communications	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary

Note:

- Graphic Communications, 10.0300.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 10.0300.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 10.0300.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE GRAPHIC COMMUNICATIONS PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Heating/Air Conditioning Maintenance

**PROGRAM
CIP CODE:** 47.0200

DESCRIPTION: The Heating/Air Conditioning Maintenance program prepares students to apply technical knowledge and skills to repair, install, service and maintain the operating conditions of heating and air conditioning systems. Includes instruction in diagnostic techniques, the use of testing equipment and the principles of mechanics, electricity and electronics as they relate to the repair of heating and air conditioning systems.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

47.0200.10 Heating/Air Conditioning Maintenance I: Course description is under development.

-and-

47.0200.20 Heating/Air Conditioning Maintenance II: Course description is under development.

And program may elect to add:

47.0200.75 Heating/Air Conditioning Maintenance - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Heating/Air Conditioning Maintenance knowledge and skills.

-or-

47.0200.80 Heating/Air Conditioning Maintenance - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences, directly related to the standards identified for the Heating/Air Conditioning Maintenance program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE HEATING/AIR CONDITIONING MAINTENANCE PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Heating/Air Conditioning Maintenance	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

Note:

- Heating/Air Conditioning Maintenance, 47.0200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 47.0200.75 is required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 47.0200.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE HEATING/AIR CONDITIONING MAINTENANCE PROGRAM

Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Heavy Equipment Operations

**PROGRAM
CIP CODE:** 49.0200

DESCRIPTION: The Heavy Equipment Operations program prepares students to apply technical knowledge and skills to operate and maintain a variety of heavy equipment such as a crawler tractor, motor graders and scrapers, shovels, rigging devices, hoists, and jacks. Includes instruction in digging, ditching, sloping, stripping, grading and backfilling, clearing and excavating.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

49.0200.10 Heavy Equipment Operations I: Course description is under development.

-and-

49.0200.20 Heavy Equipment Operations II: Course description is under development.

And program may elect to add:

49.0200.75 Heavy Equipment Operations - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Heavy Equipment Operations knowledge and skills.

-or-

49.0200.80 Heavy Equipment Operations - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences, directly related to the standards identified for the Heavy Equipment Operations program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE HEAVY EQUIPMENT OPERATIONS PROGRAM

Career Preparation: The instructor must be CTE certified according to the following table

Heavy Equipment Operations	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

Note:

- Heavy Equipment Operations, 49.0200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 49.0200.75 is required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 49.0200.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE HEAVY EQUIPMENT OPERATIONS PROGRAM

Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Hospitality Management

**PROGRAM
CIP CODE:** 52.0900

DESCRIPTION: The Hospitality Management program is designed to prepare students for employment in positions that provide customer-focused services in such facilities as hotels, resorts, convention centers, National parks, RV parks, travel agencies and cruise lines. A student completing this program will possess the knowledge and skills associated with reservations and front desk operations, meeting and banquet room support services, food and beverage support services, housekeeping, laundry operations, supervisory functions, and environmental functions. In addition to these skills, students will possess advanced employability skills including critical and conceptual thinking, communications, applied academics, life and employability skills, and technology. This program utilizes a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, FCCLA and DECA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes a recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the state-designated Hospitality Management standards are addressed in this instructional sequence.

52.0900.10 Fundamentals of Hospitality Management: This course prepares students for occupations in a variety of hospitality services and facilities including: hotels, resorts, convention centers, National parks, RV parks, travel agencies and cruise lines.

-and-

52.0900.20 Hospitality Management Applications: The outcomes of this course are integrated into learning projects and simulations to demonstrate the full range of Hospitality Management standards. Work-based learning activities such as internships, school-based enterprises, or job shadowing are considered a component of Hospitality Management application activities.

And program may elect to add:

52.0900.75 Hospitality Management - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Hospitality Management knowledge and skills.

-or-

52.0900.80 Hospitality Management - Cooperative Education: This course utilizes a cooperative education methodology by providing supervised work-based learning experiences directly related to the standards identified for the Hospitality Management program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE HOSPITALITY MANAGEMENT PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Hospitality Management	CERTIFICATES	
	Types: BVT, SVT Approved Areas: FCS, VHE, VRO	Types: PVF, SVF, PCTF, SCTF No Approvals Necessary
	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary
Note: <ul style="list-style-type: none"> Hospitality Management, 52.0900.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 52.0900.75 is not required to have a Cooperative Education Endorsement (CEN). CTE certified teachers with a CEN certificate may manage Hospitality Management students for 52.0900.80 with a work plan approved by Hospitality Management teacher of record. 		

CERTIFICATE ABBREVIATIONS FOR THE HOSPITALITY MANAGEMENT PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	FCS	Family and Consumer Sciences Education
PCTF	Provisional Career and Technical Education Family Consumer Sciences	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VHE	Vocational Home Economics
PVBM	Provisional Vocational Business and Marketing	VME	Vocational Marketing Education
PVF	Provisional Vocational Family Consumer Sciences	VRO	Vocational Related Occupations
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SCTF	Standard Career and Technical Education Family Consumer Sciences		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVF	Standard Vocational Family Consumer Sciences		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Industrial Manufacturing

**PROGRAM
CIP CODE:** 15.0600

DESCRIPTION: The Industrial Manufacturing program is designed to prepare students to apply basic engineering principals and technical skills. Students will be prepared in the following instructional areas: manufacturing systems, materials processing, production planning and control, documentation, technical problem-solving, management information systems, predictive/preventive maintenance and automated manufacturing. In addition to the required technical skills, students will also develop leadership, advanced employability, critical thinking, and applied academic and life management skills. The program is comprised of two core curriculums and three options: Option A (Metals Manufacturing); Option B (Plastic Manufacturing); or Option C (Production Technologies).

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

15.0600.10 Fundamentals of Industrial Manufacturing: This course includes units of instruction in examining the use of electrical/electronic, mechanical, hydraulic, pneumatic, chemical, computer control and power systems used in manufacturing. Units also include measurement techniques and instruments, blueprint and technical drawing reading. Additional units include career planning, communications skills, work-based learning experiences, business planning, teamwork, safety, creative thinking and problem solving.

-and-

15.0600.12 Applications of Industrial Manufacturing: This course includes units for the application and operation of electrical/electronic, mechanical, hydraulic, pneumatic, chemical, automated manufacturing, measurement instruments and power systems used in manufacturing. Additional units provide the integration of basic engineering principles and technical skills in the manufacturing of a product.

-and-

One of the following Career Preparation options will be included as part of the instructional sequence for this program:

Option A

15.0600.20 The Metals Manufacturing program prepares students to apply basic engineering principles and technical skills in support of engineers and metallurgists engaged in developing and using industrial metals and manufacturing process.

-or-

Option B

15.0600.30 The Plastics Manufacturing program prepares students to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in developing and using industrial polymers.

-or-

Option C

15.0600.40 The Production Technology program prepares students to apply basic engineering principles and technical skills to the identification and resolution of production problems in the manufacture of products.

And program may elect to add:

15.0600.75 Industrial Manufacturing - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Industrial Manufacturing knowledge and skills.

-or-

15.0600.80 Industrial Manufacturing - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Industrial Manufacturing program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE INDUSTRIAL MANUFACTURING PROGRAM

CAREER PREPARATION: The instructor must be vocationally certified according to the following table

Industrial Manufacturing	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary

Note:

- Industrial Manufacturing, 15.0600.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 15.0600.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 15.0600.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE INDUSTRIAL MANUFACTURING PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Information Technology

**PROGRAM
CIP CODE:** 15.1200

DESCRIPTION: The Information Technology program is designed to prepare students for employment/postsecondary education related to the design, development, installation, implementation, use and management of computers and networks. An integrated approach of teaching and learning is provided to enhance the technical knowledge and skills associated with functions within IT occupations. In addition to the occupation related skills, students completing this program will develop advanced critical thinking, applied academics, interpersonal relations, life management, business, economic, and leadership skills required for the 21st century workplace. The Information Technology program consists of a core curriculum and four areas of specialization for a student to choose from: Option A) Computer Maintenance, Option B) Network Technology, Option C) Software Development, or Option D) Web Page Development. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience, and the Career and Technical Student Organization, SkillsUSA or FBLA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Information Technology standards are addressed in this instructional sequence.

15.1200.10 Information Technology Fundamentals: This course introduces principles of computers with an emphasis on basic concepts of computer maintenance, network technology, software development and web page development. While also providing an understanding of the IT industry, computer mathematics and the evolution of the computer.

-and-

One of the four Career Preparation options (.20 or .30 or .40 or .50) will be included as part of the instructional sequence for this program:

Option A
15.1200.20

Computer Maintenance: This option prepares students to apply technical knowledge and skill in PC hardware and software systems with an emphasis on PC repair and maintenance. This option will offer skills necessary to competently perform in the industrial environment, as well as pass the necessary exams to obtain certification.

-or-

Option B
15.1200.30

Network Technology: This option prepares students to apply technical knowledge and skills to install, configure and troubleshoot basic networking hardware, protocols, and services. This option will offer the skills necessary to competently perform in the industrial environment, as well as pass the necessary exams to obtain certification.

-or-

Option C
15.1200.40

Software Development: This option prepares students to apply software theory and programming methods to the solution of business data problems. This option will offer the skills necessary to competently perform in the industrial environment, as well as pass the necessary exams to obtain certification.

-or-

Option D
15.1200.50

Web Page Development: This option prepares students to become familiar with the foundational and basic skills of Internet Technologies, writing code manually, using graphical user interface authoring tools and learning basic infrastructure networking. This option will offer the skills necessary to competently perform in the industrial environment, as well as pass the necessary exams to obtain certification.

And program may elect to add:

15.1200.75 Information Technology - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Information Technology knowledge and skills.

-or-

15.1200.80 Information Technology - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Information Technology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE INFORMATION TECHNOLOGY PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Information Technology	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary

Note:

- Information Technology, 15.1200.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 15.1200.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 15.1200.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE INFORMATION TECHNOLOGY PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VME	Vocational Marketing Education
PVBM	Provisional Vocational Business and Marketing	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SCTI	Standard Career and Technical Education Industrial Technology		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVI	Standard Vocational Industrial Technology		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Law, Public Safety and Security

**PROGRAM
CIP CODE:** 43.0100

DESCRIPTION: The Law, Public Safety and Security instructional program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of Law, Public Safety and Security services. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with careers in this growing field. Students completing this program will be prepared to participate in teams, solve problems, think critically, and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, experiential learning, supervised occupational experience, and leadership and personal development through the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All Career Preparation state-designated Law, Public Safety and Security standards are addressed in this instructional sequence.

43.0100.10 Information Technology Fundamentals: This course introduces principles of computers with an emphasis on basic concepts of computer maintenance, network technology, software development and web page development. While also providing an understanding of the IT industry, computer mathematics and the evolution of the computer.

-and-

43.0100.20 Law, Public Safety and Security - Advanced Applications: This course prepares students to apply advanced academic and technical knowledge and skills to a variety of settings within Law, Public Safety and Security.

And program may elect to add:

43.0100.75 Law, Public Safety & Security - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific program they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

43.0100.80 Law, Public Safety & Security - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific program of studies.

TEACHER CERTIFICATION REQUIREMENTS FOR THE LAW, PUBLIC SAFETY AND SECURITY PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Law, Public Safety and Security	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary
Note: <ul style="list-style-type: none"> Law, Public Safety and Security, 43.0100.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 43.0100.75 is not required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 43.0100.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE LAW, PUBLIC SAFETY AND SECURITY PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

PROGRAM: Marketing, Management, and Entrepreneurship

**PROGRAM
CIP CODE:** 52.1800

DESCRIPTION: The Marketing, Management and Entrepreneurship program is designed to prepare students for employment in various sales, customer service, first-line supervisory positions, web page design, e-retailing, sports marketing, hospitality and tourism, small business ownership, advertising/promotion and/or postsecondary education related to the fields of Professional Sales and Marketing, E-Commerce Marketing, Entertainment Marketing, Entrepreneurship and Advertising. An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Marketing, Management and Entrepreneurship occupations. In addition to the occupation related skills, students completing this program will also develop advanced critical thinking, applied academic, interpersonal relations, life management, business, economic, and leadership skills required for the 21st century workplace. The Marketing, Management and Entrepreneurship program consists of a core curriculum and five areas of specialization for a student to choose from: Option A) Professional Sales and Marketing, Option B) E-Commerce Marketing, Option C) Entertainment Marketing, Option D) Entrepreneurship, or Option E) Advertising. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experiences, and the Career and Technical Student Organization, DECA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Marketing, Management and Entrepreneurship standards are addressed in this instructional sequence.

52.1800.10 Marketing, Management and Entrepreneurship Fundamentals: This course is designed to introduce the students to basic marketing concepts and principles as they relate to Professional Sales and Marketing, E-Commerce, Entertainment Marketing, Entrepreneurship and Advertising.

-and-

One of the five Career Preparation options (.20, .30, .40, 50 or .60) will be included as part of the instructional sequence for this program:

Option A

52.1800.20 Professional Sales and Marketing: This course prepares students to perform marketing functions and tasks as they relate to selling and retailing. (This code is appropriate for courses utilizing a marketing lab/student-operated store.)

-or-

Option B

52.1800.30 E-Commerce Marketing: This course prepares students to perform marketing and management functions and tasks that can be applied to the selling of products and services by businesses and consumers over the Internet.

-or-

Option C

52.1800.40 Entertainment Marketing: This course prepares students to perform marketing and management functions and tasks that can be applied to amateur or professional sports or sporting events and entertainment or entertainment services. It also prepares students to perform marketing and management functions and tasks that can be applied to attracting and serving the traveling public, and other services incidental to the travel and tourism industry.

-or-

Option D

52.1800.50 Entrepreneurship: This course prepares students for small business ownership through the development of a business plan, marketing strategies and a financial plan while also gaining an understanding of HR and Management functions within a small business.

-or-

Option E

52.1800.60 Advertising: This course prepares students to create and market communication strategies utilizing multiple media mediums. Includes instruction in the elements of advertising, design and graphics as well as copyright to effectively plan, integrate and implement successful advertising campaigns.

And program may elect to add:

52.1800.75 Marketing, Management and Entrepreneurship - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Marketing, Management and Entrepreneurship knowledge and skills.

-or-

52.1800.80 Marketing, Management and Entrepreneurship - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Marketing, Management, and Entrepreneurship program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE MARKETING, MANAGEMENT AND ENTREPRENEURSHIP PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Marketing Management and Entrepreneurship	CERTIFICATES	
	Types: BVT, SVT Approved Areas: BUS, VDE, VME	Types: PVBM, SVBM, PVB, SVB, PVM, SVM, PCTBM, SCTBM No Approvals Necessary

Note:

- Marketing, Management and Entrepreneurship, 52.1800.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 52.1800.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 52.1800.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE MARKETING, MANAGEMENT AND ENTREPRENEURSHIP PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	BUS	Business Education
PCTBM	Provisional Career and Technical Education Business and Marketing	VDE	Vocational Distributive Education
PVB	Provisional Vocational Business	VME	Vocational Marketing Education
PVBM	Provisional Vocational Business and Marketing		
PVM	Provisional Vocational Marketing		
SCTBM	Standard Career and Technical Education Business and Marketing		
SVB	Standard Vocational Business		
SVBM	Standard Vocational Business and Marketing		
SVM	Standard Vocational Marketing		
SVT	Standard Vocational Education		

PROGRAM: Mental and Social Health Services

**PROGRAM
CIP CODE:** 51.1500

DESCRIPTION: The Mental and Social Health Services program prepares students to participate in teams, solve problems, think critically and implement effective solutions. The program will be designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised clinical experience, leadership and personal development through the Career and Technical Student Organization, HOSA.

This program will be designed to prepare high school students with the foundations in knowledge and technical skills needed to help prepare them to continue their education by successfully completing an appropriate postsecondary program. Affiliations with local community college programs can provide high school students with dual or concurrent credit that can be applied toward their postsecondary certificate or degree.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended sequence of courses yet to be developed that will help prepare students to successfully complete a postsecondary program in mental and social health services.

51.1500.10 Fundamentals of Mental and Social Health Services: This course, when developed, will help prepare students to continue their education toward becoming Mental and Social Health Services personnel by completing an appropriate postsecondary program.

-and-

51.1500.20 Mental and Social Health Services - Advanced Applications: This course, when developed, will help prepare students to continue their education toward becoming Mental and Social Health Services personnel by completing an appropriate postsecondary program.

And program may elect to add:

51.1500.75 Mental and Social Health Services - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific program they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

51.1500.80 Mental and Social Health Services - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific program they have studied.

TEACHER CERTIFICATION REQUIREMENTS FOR THE MENTAL AND SOCIAL HEALTH SERVICES PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table

Mental and Social Health Services	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

Note:

- Mental and Social Health Services 51.1500.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 51.1500.75 is required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 51.1500.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE MENTAL AND SOCIAL HEALTH SERVICES PROGRAM

Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Nursing Services

**PROGRAM
CIP CODE:** 51.1600

DESCRIPTION: The Nursing Services instructional program prepares students to perform technical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of nursing assisting services. The Arizona State Board of Nursing must approve Certified Nursing Assistant programs. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with nursing assisting and the pathway into other careers in nursing. Students completing this program will have the opportunity to take the Arizona examination to become a Certified Nursing Assistant (I), and be prepared to participate in teams, solve problems, think critically and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, academic foundations, experiential learning, supervised occupational experience and leadership and personal development through the Career and Technical Student Organization. HOSA will be available as the Career and Technical Student Organization serving Health Careers Education.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12**

The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Nursing Services standards are addressed in this instructional sequence.

51.1600.10 Fundamentals of Nursing Services: This course prepares students to apply academic, employability and technical knowledge and skills related to common industry standards and practices of nursing assisting within the nursing profession.

-and-

51.1600.20 Nursing Services - Advanced Applications: This course prepares students to apply advanced academic and technical knowledge and skills related to nursing assisting in a variety of settings within the nursing profession.

And program may elect to add:

51.1600.75 Nursing Services - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific program they have studied. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

51.1600.80 Nursing Services - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning identified for students within the specific program of studies.

TEACHER CERTIFICATION REQUIREMENTS FOR THE NURSING SERVICES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Nursing Services	CERTIFICATES	
	Types: BVT, SVT Approved Areas: VHO	Types: PVH, SVH, PCTHC, SCTHC No Approvals Necessary
Note: <ul style="list-style-type: none"> Nursing Services, 51.1600.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.1600.75 is required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.1600.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE NURSING SERVICES PROGRAM			
Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	VHO	Vocational Health Occupations
PCTHC	Provisional Career and Technical Education Health Careers		
PVH	Provisional Vocational Health Occupations		
SCTHC	Standard Career and Technical Education Health Careers		
SVH	Standard Vocational Health Occupations		
SVT	Standard Vocational Education		

PROGRAM: Performing Arts

**PROGRAM
CIP CODE:** 50.0100

DESCRIPTION: Program Description Under Development

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** Program Sequence Under Development

50.0100.10 Performing Arts Fundamentals: Course description is under development.

-and-

50.0100.20 Performing Arts I: Course description is under development.

-and-

50.0100.25 Performing Arts II: Course description is under development.

And program may elect to add:

46.0500.75 Performing Arts - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Performing Arts knowledge and skills.

-or-

46.0500.80 Performing Arts - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based learning and supervised work-based learning experiences directly related to the standards for the Performing Arts program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE PERFORMING ARTS PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Performing Arts	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)
Note: <ul style="list-style-type: none"> Performing Arts, 50.0100.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 50.0100.75 is required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 50.0100.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE PERFORMING ARTS PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Plumbing Services

**PROGRAM
CIP CODE: 46.0500**

DESCRIPTION: The Plumbing Services program prepares students to apply technical knowledge and skills to lay out, assemble, install, and test piping systems. Includes instruction in water systems, steam systems, heating and cooling systems, installation tool operation and maintenance, blueprint interpretation, and applicable codes and standards.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

46.0500.10 Plumbing Services I: Course description is under development.

-and-

46.0500.20 Plumbing Services II: Course description is under development.

And program may elect to add:

46.0500.75 Plumbing Services - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Plumbing Services knowledge and skills

-or-

46.0500.80 Plumbing Services - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Plumbing Services program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE PLUMBING SERVICES PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Plumbing Services	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)
Note: <ul style="list-style-type: none"> Plumbing Services, 46.0500.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 46.0500.75 is required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 46.0500.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE PLUMBING SERVICES PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Telecommunications Maintenance and Installation

**PROGRAM
CIP CODE:** 47.0100

DESCRIPTION: The Telecommunications Maintenance and Installation program is designed to prepare students to apply technical knowledge and skills to assemble, install, operate, maintain and repair one and two way communications equipment and systems, including television cable systems and mobile or stationary communication devices. An integrated approach of teaching and learning is provided as students enhance their technical knowledge and skills that are associated with functions within Telecommunications Maintenance and Installation occupations. In addition to the occupation related skills, students completing this program will develop advanced critical thinking, applied academics, interpersonal relations, life management, business, economic and leadership skills required for the 21st century workplace. The program uses a delivery system made up of four integral parts: formal/technical instruction, experiential learning, supervised occupational experience and the Career and Technical Student Organization, SkillsUSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
10-12** The following describes the recommended sequence of courses developed from industry-validated skills necessary for initial employment or continued related education. All the Career Preparation state-designated Telecommunications Maintenance and Installers standards are addressed in this instructional sequence.

47.0100.10 Telecommunications Maintenance and Installation Fundamentals: This course will introduce the basic components and principles involved in the assembly, operation, maintenance, repair, and installation of communications equipment and systems.

-and-

47.0100.20 Telecommunications Maintenance and Installation I: This course offers the students the basics in diagnostic techniques, the use of testing equipment and the principles of mechanics, electricity and electronics as they relate to the repair and installation of communications systems.

-and-

47.0100.25 Telecommunications Maintenance and Installation II: This course offers the students advanced knowledge, skill and instruction in diagnostic techniques, the use of testing equipment and the principles of mechanics, electricity and electronics as they relate to the repair and installation of communications systems.

And program may elect to add:

47.0100.75 Telecommunications Maintenance and Installation - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can be either paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Telecommunications Maintenance and Installation knowledge and skills.

-or-

47.0100.80 Telecommunications Maintenance and Installation - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Telecommunications Maintenance and Installation program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE TELECOMMUNICATIONS MAINTENANCE AND INSTALLATION PROGRAM

CAREER PREPARATION: The instructor must be CTE certified according to the following table:

Telecommunications Maintenance and Installation	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)

Note:

- Telecommunications Maintenance and Installation, 47.0100.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 47.0100.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator 47.0100.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE TELECOMMUNICATIONS MAINTENANCE AND INSTALLATION PROGRAM

Certificate Types (To Be Determined)	Approved Areas List (To Be Determined)
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PROGRAM: Therapeutic Massage

**PROGRAM
CIP CODE:** 51.3500

DESCRIPTION: The Therapeutic Massage instructional program prepares students to perform technical and clinical services involved with planning, organizing, researching, directing and controlling functions and processes related to the provision of therapeutic massage. An integrated approach to teaching and learning is provided as students develop interpersonal relations, career development skills and technical knowledge and skills associated with careers in this growing field. Students completing this program will be prepared to participate in teams, solve problems, think critically, and implement effective solutions. The program is designed and delivered as a coherent sequence of experiences using technical instruction, experiential learning, supervised clinical experience, and leadership and personal development through the Career and Technical Student Organization, HOSA.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

Career Preparation Grades 10-12	The following describes the recommended sequence of courses. All the Career Preparation standards for Therapeutic Massage are under development.
--	--

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

51.3500.10 Fundamentals of Therapeutic Massage: This course prepares students to apply academic and technical knowledge and skill of the Therapeutic Masseuse in a clinical, medical or retail setting or to continue into postsecondary education.

-and-

51.3500.20 Therapeutic Massage - Advanced Applications: These courses prepare students to apply academic, technical knowledge and skills of the therapeutic masseuse in a clinical, medical or retail setting or to continue into postsecondary education.

And program may elect to add:

51.3500.75 Therapeutic Massage - Internship: This course provides students an opportunity to apply previously developed knowledge and skill into a structured work experience within the specific program of study they have completed. This work experience doesn't necessarily require classroom instruction, may be paid or unpaid, and is available for 12th graders.

-or-

51.3500.80 Therapeutic Massage - Cooperative Education: This course utilizes cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for students within the specific program they have studied.

TEACHER CERTIFICATION REQUIREMENTS FOR THE THERAPEUTIC MASSAGE PROGRAM		
CAREER PREPARATION: The instructor must be CTE certified according to the following table		
Therapeutic Massage	CERTIFICATES	
	Types: (To Be Determined) Approved Areas: (To Be Determined)	Types: (To Be Determined) (To Be Determined)
<p>Note:</p> <ul style="list-style-type: none"> Therapeutic Massage, 51.3500.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.3500.75 is required to have a Cooperative Education Endorsement (CEN). Teacher/Coordinator 51.3500.80 is required to have a Cooperative Education Endorsement (CEN). 		

CERTIFICATE ABBREVIATIONS FOR THE THERAPEUTIC MASSAGE PROGRAM	
Certificate Types	Approved Areas List
(To Be Determined)	(To Be Determined)

PROGRAM: Welding Technology

**PROGRAM
CIP CODE: 48.0500**

DESCRIPTION: The Welding Technology program is designed to prepare students for employment welding. The curriculum provides individuals with critical thinking, career development, life management, business, economic and leadership skills required for Welding Technology occupations. Welding Technology prepares individuals to apply technical knowledge and skills to join or cut metal surfaces. Includes instruction in arc welding, resistance welding, brazing and soldering, cutting, high-energy beam welding and cutting, solid state welding, ferrous and non-ferrous materials, oxidation-reduction reactions, welding metallurgy, welding processes and heat treating, structural design, safety, and applicable codes and standards.

RECOMMENDED PROGRAM SEQUENCE OF COURSES:

**Career
Preparation
Grades
11-12** The following describes the recommended courses developed from industry-validated skills necessary for initial employment or continued related education.

48.0500.10 Welding Technology Core Curriculum: Instruction includes career planning, preparing for employment, work-based learning, oral and written communication skills, understanding the role of small businesses and financial management, workplace leadership styles and leadership development. The program is designed and delivered as a coherent sequence of experiences using technical instruction, experiential learning, supervised occupational experience, leadership and personal development through the career and technical student organization.

-and-

48.0500.20 Welding Technology I: Prepares individuals to apply basic technical knowledge and skills to join or cut metal surfaces. Includes instruction in blueprint reading, arc welding, brazing soldering, cutting, safety, and applicable codes and standards.

-and-

48.0500.25 Welding Technology II: This course prepares individuals to apply advanced technical knowledge and skills using a variety of welding techniques and equipment. Instruction includes Welding and Cutting Theory, Inspection and Testing, Electrical Fundamentals, Drawing and Welding Symbols, Fabrication Principles and Practices and Safety.

And program may elect to add:

48.0500.75 Welding Technology - Internship: This course provides CTE students an opportunity to engage in learning through participation in a structured work experience that can either be paid or unpaid and does not necessarily require classroom instruction that involves the application of previously developed Welding Technology knowledge and skills.

-or-

48.0500.80 Welding Technology - Cooperative Education: This course utilizes a cooperative education methodology to combine school-based and supervised work-based learning experiences directly related to the standards identified for the Welding Technology program.

TEACHER CERTIFICATION REQUIREMENTS FOR THE WELDING TECHNOLOGY PROGRAM

CAREER PREPARATION: The instructor must be vocationally certified according to the following table:

Welding Technology	CERTIFICATES	
	Types: BVT, SVT Approved Areas: ITE, VTT	Types: PVI, SVI, PCTI, SCTI No Approvals Necessary

Note:

- Welding Technology, 48.0500.70 may be a part of the sequence and the teacher must hold a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator, 48.0500.75 is not required to have a Cooperative Education Endorsement (CEN).
- Teacher/Coordinator, 48.0500.80 is required to have a Cooperative Education Endorsement (CEN).

CERTIFICATE ABBREVIATIONS FOR THE WELDING TECHNOLOGY PROGRAM

Certificate Types		Approved Areas List	
BVT	Basic Vocational Education	ITE	Industrial Technology Education
PCTI	Provisional Career and Technical Education Industrial Technology	VTT	Vocational Trade and Technical Education
PVI	Provisional Vocational Industrial Technology		
SCTI	Standard Career and Technical Education Industrial Technology		
SVI	Standard Vocational Industrial Technology		
SVT	Standard Vocational Education		

CALENDAR

August

CTE mails Interim Funding Report to LEAs
LEA submits application for funding

September

LEA submits Annual Program Evaluation results to CTE for prior year

October

CTE mails 40th Day Course Enrollment Report reminder letter to LEAs
LEA begins Student Graduate Placements surveys for prior year
CTE mails Final Funding Report to LEAs

November

LEA sends Electronic Submission of 40th Day Course Enrollment to CTE

December

CTE mails 40th Day Course Enrollment Verification Reports to LEAs
LEA completes Placement Surveys by December 31st

January

LEA sends Notification of Intent (NOI) letters to CTE by January 1
LEA sends Electronic Submission of 40th Day Course Enrollment corrections and mails Signed Verification reports to CTE

February

CTE mails 100th Day Course Enrollment Report reminder letter to LEAs
CTE mails Program Enrollment Report reminder letter to LEAs
Proper Teacher Certification must be in place for Current Fiscal Year by the end of February

March

LEA sends Electronic Submission of 100th Day Course Enrollment to CTE
CTE mails 100th Day Course Enrollment Verification Reports to LEAs

April

LEA sends Electronic Submission of 100th Day Course Enrollment corrections and mails Signed Verification Reports to CTE
LEA submits Current School Year Preliminary Performance Measures to CTE by April 15: Program Enrollment, Concentrators, and Prior Year Placement Surveys
LEA sends Electronic Submission of Program Enrollment to CTE
CTE mails Program Enrollment Verification Reports to LEAs

May

CTE mails Preliminary Funding Notification Report to LEAs

June

LEA returns Preliminary Funding Report Response to CTE
LEA sends Electronic Submission of Program Enrollment corrections and mails Signed Verification Reports to CTE
CTE mails Final Program Enrollment Reports to LEAs
CTE closes the online system

**NOTE: SPECIFIC CALENDAR DATES FOR THE CURRENT FISCAL YEAR may vary
AND WILL BE MAILED EACH YEAR UNDER SEPARATE COVER.**

DATA REPORTING OVERVIEW

The Handbook is the primary resource document for all enrollment reporting requirements and explains how and why schools and districts report CTE course, program, and performance data to CTE.

The CTE Section annually complies with the state and federal reporting guidelines by collecting data and distributing a variety of reports including:

- **40th Day Course Enrollment Report (VOCI 11-1 and VOCI 11-2, error report)**
an original submission and a verification report
- **100th Day Course Enrollment Report (VOCI 11-1 and VOCI 11-2, error report)**
an original submission and a verification report
- **Course Enrollment Master Print Report (VOCI 21)**
the combined 40th/100th Day Course Enrollments
- **Program Enrollment Report (VOCI 25 and VOCI 26)**
an original submission and a verification report
- **Performance Measures Reports** are available online (<http://www.ade.az.gov/PerfMeasures/splash.asp>) and include Program Results, Program Improvement Planning Summary, Performance Measures Summary, Program Performance Profile, and District Summary.

The data submitted on these reports is used to generate the CTE State Block Grant Funding and to calculate local results for the Arizona CTE Performance Measures. Data submitted must be reliable, accurate and timely.

Vital Data Required for Funding

Enrollment, reported by course, is related to programs on the CTE Program List. For a current list of CTE programs and courses, please see the CTE Program Codes and Titles section of this handbook. The CTE Program List, along with the average student counts of 40th and 100th day course enrollments, is the basis of the state CTE enrollment funding formula.

Program enrollment is used to determine which programs are expected to submit Concentrator and Placement reports. Concentrator and Placement reports are necessary to determine if a program is an approved program. If a school has no Concentrators or Placements, usually because a program is a new program, then the school should submit Zero Concentrator and Zero Placement reports.

The CTE Section staff reviews and processes the completed course and program enrollment records as they are submitted. Verification reports are sent to districts for signatures (any changes/corrections must be resubmitted prior to mailing signature pages) and must be returned to CTE confirming reported data is accurate as submitted.

In some cases, CTE issues reports to districts that identify needed corrections and require a resubmission of enrollment data. Throughout the year CTE Section staff reviews the accuracy of reported enrollment and performance data through proactive technical assistance, program monitoring, and data quality review visits conducted at local school and district sites.

All CTE enrollment and performance measures reporting are submitted electronically. There are two methods of electronic submission including:

- Email text file attachment to: CTEDataCollection@azed.gov (file attachment must be in ASCII text format). Website address for ASCII format:
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CourseEnrollment.asp>
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/vociarticulated.asp>
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/vocipgm.asp>
- Online Data Collection website: <http://www.ade.az.gov/PerfMeasures/splash.asp>. The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online data collection can be used to enter course enrollment, program enrollment, student concentrator and student placement data.

Online User Manuals for enrollment, concentrator and placement data submissions are located at: <http://www.ade.az.gov/cte/DIG/>.



This Data Reporting section is organized according to the annual cycle of CTE reports. This cycle includes:

Course Enrollment Reports (VOCI 11-1 and VOCI 11-2, error reports)

40th Day Enrollment Report (original submissions and verification reports)
100th Day Enrollment Report (original submissions and verification report)
Course Enrollment Master Print Report (**VOCI 21**) (the combined 40th and 100th Day Course Enrollment submissions)
FY200X 100th Day Alignment Report

Program and Performance Measures Reports

Program Enrollment Report (**VOCI 25**) (original submissions and verification reports)
Program Enrollment Master Print Report (**VOCI 26**)
FY200X End of Year Alignment Report
Concentrator Reports
Placement Reports

The following vital criteria all affect CTE funding:

Approved Programs

On March 28, 2005, the Arizona State Board of Education re-validated the essential elements. “Approved” and “active” are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the “Codes and Titles” section of the Handbook, and is also available at <http://www.ade.az.gov/cte/careerpathways>.
2. Teaches all the state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/careerpathways>.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf.*
7. Requires student participation and Career Exploration for grades 7-9 (previously referred to as Level I).

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. One method of work-based learning is cooperative education. Another method is CTE Internships. Both methods have eligibility requirements.

Certified Teachers

Only Career Preparation courses that are part of an approved program and taught by an appropriately certified teacher will generate state funding for 11th and 12th graders. The proper certifications, endorsements, and approvals necessary for each program and course are listed in the Coherent Sequence and Certification section of this handbook. Students may also attend CTE courses at a local community/other college (articulated courses). The community/other college teacher must also be appropriately certified or licensed.

Notification of Intent (NOI)

The CTE Section has developed a Notification of Intent form used to notify the CTE Section when districts intend to implement a new CTE program or option. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: <http://www.ade.az.gov/cte/WhatsNew>. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option, or
- Introduce an existing program that has gone two consecutive years without course enrollment, or
- Offer a program that has been previously disapproved.

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as "Inactive" in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If a program (and its associated courses) does not provide the essential elements, the program and its funding will be declared inactive by CTE. The program receives a non-April Inactive date and it moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program. The Program Profile Table includes one re-birth cycle.

In the event there is a question regarding the Program Profile Table, please email your question to Penny Legge, Accountability Specialist, email penny.legge@azed.gov.

Failure to Have Program Outcomes

Schools with an active program in the Program Profile Table that does not have Concentrators and/or Placements will submit a Zero Concentrator and/or Zero Placement record. In the event the school fails to file a Zero record, the following procedure will be performed:

Automatic Submission of Zero Concentrator Records

CTE IT staff will automatically create a zero concentrator record for:

- Any program that is new for the current fiscal year, or
- Any existing program that does not have 12th grade enrollment.

Any program that does not qualify for the automatic submission of a Zero Concentrator record will receive an error message on the Preliminary Funding Report that will prevent funding until the error is corrected.

Automatic Submission of Zero Placement Records

- CTE IT staff will automatically create a zero-placement record for any program that is new for the current fiscal year.

When an established program has gone three consecutive years without an actual concentrator (Zero Concentrator record not included), it will be judged unapproved for State funding purposes. When an established program has gone four consecutive years without an actual placement (Zero Placement record not included), it will be judged unapproved for State funding purposes.

ADE Inactive Programs

If a program (and its associated courses) does not provide the essential elements required by the Arizona State Board of Education, the program and its funding will be inactivated by CTE. The program may be inactivated by ADE for many different reasons. For a complete list of these reasons, please see the **Secondary Guidelines for Performance Measures and Program Evaluation** at <http://www.ade.az.gov/cte/DIG>.

Articulated Courses and Shared District Instruction

An Articulated Course is a course taken by a student attending a school in another district, or a community college or a skill center. **These students are to be reported separately on the home school's report.** Monies from the CTE State Block Grant Funding for articulated students are generated to the home district.

Shared District Instruction (SDI) is when a student attends another school within the same district.

If you have questions, please contact the CTE Grants Management Information Systems Section for assistance:

Information Technology Specialist	Donna Kerwin	(602) 542-7881
Education Program Specialist	Steve Saline	(602) 542-5566
Administrative Services Officer	Jet Wilson	(602) 542-5486
Enrollment Specialist	Della Hofer	(602) 542-5711

or email: CTEDataCollection@azed.gov.

40TH DAY AND 100TH DAY COURSE ENROLLMENT REPORTING

Policy Citations

In alignment with A.R.S. § 15-902.I CTE requires districts to report Career and Technical Education student enrollment data to the Department of Education within twelve days after the district's 40th day in session and the district's 100th day in session.

Carl D. Perkins Career and Technical Education Act of 2006 Section 113(b)(4)(C)(i-iv) requires local education agencies receiving funding to report disaggregated enrollment and performance data to the state/eligible agency.

Carl D. Perkins Career and Technical Education Act of 2006 Section 122(c)(13) The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 134(b)(6) "...support Career and Technical Education programs that provide services and activities that are of sufficient size, scope and quality to bring about improvement in the quality of CTE programs."

EDGAR 34 CFR 80.40 requires that states monitor and report program performance.

Annual Arizona Appropriation Bill describes the intention of the Arizona legislature to fund the Career and Technical Education State Block Grant. This funding occurs through general appropriations for supplemental funding linked to numbers of pupils in such programs and to numbers of program concentrators who enter jobs in fields directly related to their high school CTE program.

Handbook pp. 142 describes how programs become part of the Active program list in the Program Profile Table and when Active programs are moved to the Inactive list in the Program Profile Table.

High schools report CTE course enrollment data to the Department of Education for any active programs listed in a school's CTE Program Profile Table. A school's Program Profile Table is accessed on the ADE CTE website at: <http://www.ade.az.gov/PerfMeasures/splash.asp>. Log in with your district UserID and password; click on **Administrative** and **Program Profile**, then select the name of the school to view a list of active programs approved for participation in CTE enrollment and other reporting for the current year.

Sample Program Profile Table

Arizona Department of Education
Internet Data Submission Application

Select the School You want to work on

School To Work

Choose a School

OR Select a CTDS

Go

Select Administrative

Select Program Profile

Career & Technical Education Web Site - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address Go Links

Arizona Department of Education
Internet Data Submission Application

CTDS : 12-34-56.001 Program Information

Active Programs

Program Name	Birth Date	Inactive Date	ReBirth Date	Final Inactive Date	Action
-Select a Program-					Save
520400 Administrative Information Services	1/1/1995	4/16/2005	5/31/2006		Delete
120400 Cosmetology	4/1/2002				Delete
120500 Culinary Arts	4/1/2001				Delete
521900 Design and Merchandising	4/1/2006				Delete

Articulated Programs

There are no 2006 Articulated programs for this School.

Non Active Programs

Program Name	Birth Date	Inactive Date	ReBirth Date	Final Inactive Date	Action
460400 Construction Technologies	1/26/2007	4/16/2005			Delete
460300 Electrical and Power Transmission Technology	1/1/1995	2/16/2004			Delete
520800 Financial Services	1/1/1995	4/16/2005			Delete

The 40th Day and 100th Day average enrollment counts represent part of the data used to determine CTE State Block Grant formula funding. This enrollment collection system emulates the state Average Daily Membership (ADM) reporting system used for general education funding. The difference is that ADM requires students be counted every day during the school year and calculates a daily average for the year. The CTE enrollment system captures actual enrollment on the 40th day and 100th day of school and averages the two enrollment counts.

Example of the Online Enrollment Reporting Screen

Arizona Department of Education
Internet Data Submission Application

2007 Secondary CTE Course Enrollment
40th Day

NEW Delivery System - Career Preparation

Course Enrollment Information			
CTDS	School Name		Fiscal Year
12-34-56-001	SAMPLE SCHOOL		2007
Course(1-7 digits)		Description	
0101001		Agricultural Bus Mgmt - Intro Appl Biological Sys	

Enrollment Information			
8th digit of Course Number	0	Teacher SSN	*****
Period	1	Minutes per week	450
Number of Weeks	18	Room Number	336

Enrollment Count by Grade			
Grade 09	0	Grade 10	0
Grade 11	0	Grade 12	14
Grade Total	14		

Enrollment Count by Gender			
Male	10	Female	4

Enrollment Count for Special Populations			
Disabled	0	LEP	0
Econ Disadvantaged	0		
Single Parent	0		

Articulated Enrollment Count			
Attending Count	0	Attending CTDS	

< Back

The 40th day and 100th day forms collect information on CTE courses for every active program a district offers. Since students may be counted in as many CTE courses as they attend, this is a **duplicated enrollment** report. At the present time, high schools report enrollment for any CTE Career Preparation transcribed courses taught as part of any active CTE program. Reported enrollment information includes:

- County, school type, district, and school number (CTDS)
- Classification of Instructional Program (CIP) course number
- Term 1 (40th day) or Term 2 (100th day)
- Period taught
- Number of minutes taught per week
- Number of weeks taught per semester
- Physical room assignment
- Tech Prep
- Teacher name
- Teacher certification number (SSN)
- Grade counts for grades 9, 10, 11 and 12
- Gender counts for males and females
- Special needs counts for Disabled, Limited English Proficient (LEP), Economically Disadvantaged, and Single Parent (A student may only be reported in one special populations category)
- Number of articulated students attending the course in another school within the district, in another district, in a skills center, or on a college campus
- The CTDS number of that off-campus site. Please see the CTDS Numbers section for a complete list of participating CTE schools and their CTDS numbers

Values for Enrollment Reporting Elements

CTDS – The CTDS number (County Code, Type Code, District Code, and School) is a unique number assigned by the state and can be obtained from the ADE web site's school search at <http://www.ade.az.gov/edd/>. The number must be accurate to ensure data is correctly credited to the school when either funding or performance results are calculated. A complete list of the CTDS numbers participating in CTE reporting as of the publication date for this Handbook can be found on page 259.

Classification of Instructional Program (CIP) Course Number – If a district finds it necessary to combine core courses within the same *program area* into one shared core course, the district will need to identify which Career Preparation program each enrolled student belongs. Enrollment in the combined course must be reported for each student using the appropriate six digit program CIP Code, with the 7th and 8th digit designated as .99 to indicate the core course serves more than one program within the same *program area*.

Career and Technical Education Program List – Arizona uses a CTE Program List as a means of distributing limited State Enrollment Block Grant Funds to schools. The CTE Program List is reviewed every two years using Arizona Department of Economic Security (DES) Labor Market Information ten year forecast data to rank CTE programs on the list. Rankings on the CTE Program List are based on a formula that uses average job openings, O*NET academic scores, average wages, and O*NET technical scores. (For further information on O*NET see <http://online.onetcenter.org/>). The dynamic nature of the review allows new and emerging programs to join the list and programs with lesser labor demands or enrollments to leave the list.

Internship, COOP, and DCE Courses – Internship, Cooperative Education (COOP), and Diversified Cooperative Education (DCE) courses are reported as part of a coherent sequence of Career Preparation program courses. A CTE program must report a Career Preparation course if reporting an Internship, COOP, or DCE course. An Internship, Cooperative Education (COOP), and Diversified Cooperative Education (DCE) course cannot “stand alone” and will not generate funding without the supporting Career Prep course.

Schools are expected to report only those students who have taken a previous Career Preparation course in the CTE program and are enrolled in the Internship, COOP, or DCE course.

Note: Do not report a student as enrolled in either an Internship, COOP, or DCE course unless they already have completed a Career Preparation course prior to the COOP or DCE course. Schools are expected to continue to enroll students according to local guidelines regarding course prerequisites and class size.

Duplicated Enrollment – Counting every student enrolled in each CTE course, allowing the student to be counted more than once.

Term – Term is a synonym for semester. Term 1 is fall semester; Term 2 is spring semester.

Period – Identifies the class period the course is taught in the daily schedule (i.e., 1, 2, 3 etc.)

Minutes Per Week – Lists the actual number of minutes the class is taught weekly. For example, a class that meets for 45 minutes daily, Monday through Friday, is reported as 225 minutes.

Number of Weeks – Lists the actual number of weeks the class is taught during a normal term. Valid range is between 6 weeks and 20 weeks; the most common semester schedule is 18 weeks.

Room – Identifies the physical room location where the class meets.

Tech Prep – Indicates whether or not the local Tech Prep Consortium Director reports that the program has an articulation agreement on file with one or more community colleges. No changes can be made to the Tech Prep field. The Tech Prep field will be set to the previous year's value.

Certification Number – The unique number assigned to the teaching certificate of the teacher who has the primary responsibility and the majority of time teaching the class. Secondary teachers who do not have a valid CTE teaching certificate for the program on file at the Department of Education by the last day of February, and postsecondary instructors whose certification information cannot be verified as accurate, will be considered uncertified for the year and no funding will be generated for the course.

Internship – A CTE Internship is a course in the sequence of courses of an approved CTE program. Students must have completed at least one Carnegie unit of Career Preparation instruction in a CTE program prior to enrolling in a CTE Internship. The CTE Internship must be directly related to the CTE program sequence where the credits were earned and offers both paid and unpaid work experience. The Internship course is taught for 225 minutes per week (one class period per day). Students classified as seniors (12th grade) and at least 16 years of age are eligible to participate. A student is eligible for only one CTE Internship credit toward CTE program completion.

Teacher – Lists the name of the teacher who has the primary responsibility and who teaches the class the majority of the time.

Note: The name is required for both secondary and postsecondary teachers reported on CTE enrollment reports. The name will be pulled from the ADE Certification database using the actual certification number of the teacher. If the course is articulated and no actual certification number of the teacher is available on the ADE Certification database, provide the teacher's first and last name and their license number/certificate number.

Teacher Certification for an Articulated Course – The requirements for reporting an articulated course for Course Enrollment have changed to allow a school to report either the actual certification (SSN) number **OR** 9 zeros and the license number/certificate number **and** the teacher's first and last name. An articulated student is defined as a student who:

- attends another school within a district (Shared District Instruction – SDI)
- attends another school district (attends a JTED-sponsored course at another secondary district)
- attends a community college
- attends a skill center (e.g. a cosmetology school)

If **no SSN** is provided for an articulated course, then a license number/certificate number **and** the teacher's first and last name must be provided. The record will not be added without:

- license number/certificate number
and
- the teacher's first and last name

The name is required for both secondary and postsecondary teachers reported on CTE enrollment reports. The name will be pulled from the ADE Certification database using the actual certification (SSN) number of the teacher. If the course is articulated and no actual certification (SSN) number of the teacher is available on the ADE Certification database, provide the teacher's first and last name and their license number/certificate number. You will enter the first and last name of the teacher who has the primary responsibility and the majority of time teaching the class.

If the course is NOT articulated, then the actual certification (SSN) number must be provided. The actual certification (SSN) number will be **validated** on the ADE Certification database.

Online Course Enrollment Data Entry

The online Course Enrollment web pages (40th Day and 100th Day) have been modified to reflect this business rule. If a school enters an articulated course with a valid Attending CTDS number and Attending Count, the web page will accept **either** a valid teacher SSN **or** 9 zeros and a license number/ certificate number **and** the teacher's first and last name to add the record. If a valid teacher SSN is entered, it is **validated** on the ADE Certification database. If a license number/certificate number **and** the teacher's first and last name are entered, this data will be verified by ADE CTE staff.

**200X Secondary CTE Course Enrollment
40th Day**

Course Enrollment Information		
CTDS	School Name	Fiscal Year
12-34-56-001	SAMPLE SCHOOL	200X
Course(1-7 digits)		Description
1204002		Cosmetology Advanced App

Enrollment Information			
8th digit of Course Number	1	Teacher SSN (no dashes)	000000000
Period	1	Minutes per week	250
Number of Weeks	20	Room Number	C1

If no SSN

Enrollment Count by Grade			
Grade 09	0	Grade 10	0
Grade 11	5	Grade 12	5

Enrollment Count by Gender			
Male	0	Female	10

Enrollment Count for Special Populations			
Disabled	0	LEP	0
Econ Disadvantaged	0		
Single Parent	0		

Private Beauty College

Articulated Enrollment Count			
Attending Count	10	Attending CTDS	010654202

If no Teacher SSN is available for an articulated course, enter the following:

License Number/Certificate Number			
License#/Certificate#	EA111122223333444455556666777		
Postsecondary Teacher Name			
First Name	Joe	Last Name	Teacher

Articulated Text File Course Enrollment Data Entry

This business rule also exists for Course Enrollment text files (for 40th Day and 100th Day). An articulated course with a valid Attending CTDS number and Attending Count should have **either** a valid teacher SSN **or** 9 zeros and a license number/certificate number **and** the teacher's first and last name. If a valid teacher SSN is not available but a license number/ certificate number **and** the teacher's first and last name is available for an articulated course, put **9 zeroes** in the teacher SSN field in the text record. Always set the teacher SSN field to **zeroes** if it is not available. The **maximum number of characters/numbers for these new fields are:**

License number/certificate number = 30 characters/numbers.

First name = 30 characters.

Last name = 40 characters.

The Teacher's SSN remains 9 characters – set to **zeroes** if not available.

The new record layout for the text file for articulated courses is available at:

<http://www.ade.az.gov/cte/GrantsMIS/filelayout/vociarticulated.asp>

EDP DATA FILE DESCRIPTION

CTE 40th and 100th Day Course Enrollment Reporting

FOR COURSES ARTICULATED TO:

COMMUNITY COLLEGE

-OR-

PRIVATE BEAUTY SCHOOL

-OR-

SKILL CENTER

Please remember to put all zeroes (9) in the Teacher's Cert Number (SSN) if it is not available for an articulated course, and include the Teacher's License number/Certification number and first and last name.

Special Needs Counts – Lists the number of Disabled, Limited English Proficient (LEP), Economically Disadvantaged, or Single Parent students who:

- Are eligible to receive special services
- Are in need of special services
- Are receiving special services documented on an Individualized Career and Technical Education Plan (ICTEP)

Note: A student may only be reported in one special population's category. Report using the first category applicable to the student from this list of eligible groups:

Disabled – A student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment; or being regarded as having such an impairment
- Who requires assistance to succeed in their CTE program
- Includes those students evaluated under Individuals Disabilities Education Improvement Act (IDEIA) and determined to be in need of special education and related services, and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973

LEP – A student with Limited English Proficiency who requires assistance to succeed in their CTE program: a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language:

- Whose native language is not English
- Who lives in a family or community environment in which a language other than English is the dominant language

Economically Disadvantaged – A family or individual including foster children, whom the Local Education Agency (LEA) identifies as low income (on the basis of uniform methods described in the State plan) and who requires financial assistance to succeed in CTE. Examples of eligibility definitions include:

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs
- Eligibility for participation in programs assisted under Title I of the WIA

Single Parent – Any individual who requires assistance to succeed in their CTE program and who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence

Note: For eligibility purposes, Single pregnant women are eligible for services. A person who provides child support but no custodial care is not considered a single parent.

Total – Lists the total number of students enrolled in the course. This total must be equal to the same number as adding together (a) males and females and (b) grades 9, 10, 11 and 12.

Shared District Instruction – The term used to describe enrollment when a student leaves their campus to attend another school within the district.

Articulated Enrollment Count – The number of students taking the course off-campus in:

- Another school within the district (commonly called Shared District Instruction (SDI))
- Another school district (e.g. attends a Joint Technical Education District (JTED) sponsored course at another secondary district)
- Skill center (e.g. a cosmetology school)
- A college campus (commonly called articulated enrollment, concurrent enrollment, reverse-credit enrollment, or dual-enrollment). The actual details of the type of articulation must be documented in a signed articulation agreement on file

Key Codes – Certain pieces of information in enrollment reporting (text file submissions) are called “Key Codes” because they are unique codes used to identify duplicate enrollment entries. These key codes are:

- CTDS
- Term
- Course code
- Teacher certification number
- Period

Note: If the same five “key codes” have already been entered for a school, a “duplicate transaction” error message appears. Duplicate transaction errors can be resolved by either combining the two entries into one or by adding a new course CIP code by modifying the eighth (last) digit, if available, on one of the entries.

Process for Reporting 40th day and 100th day Course Enrollment

Step 1 Choose a method for submitting enrollment information:

- Online at: <http://www.ade.az.gov/PerfMeasures/splash.asp>
- Email attachment (using text file created by a vendor software, e.g. VDMS/must be in ASCII format) **or**
Email attachment (using text file created by district software/ must be in ASCII format): (non-articulated and articulated)
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CourseEnrollment.asp>
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/vociarticulated.asp>

Step 2 Send an email notification stating the submission is complete and ready to process, include your district name, to CTE at: CTEDataCollection@azed.gov. No changes or corrections can be made after notification is sent, until verification is received by district from CTE.

Step 3 CTE confirms receipt of the email.

Step 4 CTE processes the enrollment data.

Step 5 CTE sends the enrollment report (VOCI 11) verifying the data added to the Course Enrollment Master Print (VOCI 21) file. Districts will receive an enrollment report titled VOCI 11-1 containing all valid records added to the Course Enrollment Master Print file. Some districts may receive an error report titled VOCI 11-2 listing invalid records, not added to the Course Enrollment Master Print file.

Step 6 Districts must correct any errors listed on the VOCI 11-2, if received. Errors must be corrected using the same format as the original submission:

- Online
- Email attachment (using text file created by a vendor software, e.g. VDMS/must be in ASCII format) **or**
Email attachment (using text file created by district software - must be in ASCII format): (non-articulated and articulated)
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CourseEnrollment.asp>
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/vociarticulated.asp>

Step 7 Districts must sign the signature page of each school's VOCI 11-1, and VOCI 11-2, if received, and return it, by the due date, via mail to CTE:

Arizona Department of Education
CTE Career and Technical Education, Bin 36
1535 West Jefferson Street
Phoenix, Arizona 85007

Step 8 Repeat Steps 2 through 6 above until all errors are corrected.

Step 9 Using the valid enrollment records added to the Course Enrollment Master Print Report (VOCI 21) file, CTE will check for:

- Valid teacher certification
- Active programs in the school's Program Profile Table

Step 10 CTE will provide districts with potential reports, as applicable, including:

- Improper Teacher Certification Report (VOCI 17)
- FY200X 100th Day Alignment Report
- Course Enrollment Master Print Report (VOCI 21)

Districts may use the online system for submission of Course Enrollment data. Examples of the online 40th and 100th Day Course Enrollment forms are below. Log into the Performance Measures system and select the Enrollment option. Both Course Enrollment and Program Enrollment data may be entered and submitted. The online instructions are included in the web pages. For more information, see the online user manuals at <http://www.ade.az.gov/cte/DIG/>.

User Manuals

NEW! Online Course Enrollment and Verification Instructions – 200X

Online Data Collection website:

<http://www.ade.az.gov/PerfMeasures/splash.asp>

Log into the Performance Measures system and select the Enrollment option.

200X Course Enrollment Forms 40th or 100th Day

1. To complete or change Course Enrollment Information, click on Modify for appropriate Course Number.
2. Click Here to Add to enter Course Enrollment Information for a course that does not appear in the listing. Click on Delete to delete the record. When the Course Enrollment information is complete, the current date will appear in the Updated box.
3. After all Course Enrollment records are complete, you must notify Career and Technical Education by sending an email to: CTEDataCollection@azed.gov

Enrollments for 12-34-56-001 - SAMPLE SCHOOL						+ Add New Record	
Course	Period	Grade Total	Method	Action			Updated
01010010	1	14	CP	View	Modify	Delete	10/24/2007
01030011	2	1	LVL	View	Modify	Delete	10/10/2007

Sample

**Verification Reports for 40th day and 100th day
VOCI 11-1 and VOCI 11-2
FY200X 100th Day Alignment Report**

The data, which has been submitted for district 40th Day and 100th Day Enrollment Reports, will be processed and added to the Course Enrollment Master Print Report (VOCI 21). A report verification packet will be mailed including **40th Day or 100th Day Verification Report(s)**. Verify and make any necessary corrections, if needed. Please submit corrections to ADE using the same method as the original submission, either online or by emailing a text file attachment to: CTEDataCollection@azed.gov. The Verification Report will be mailed in one or two sections, if applicable:

- A. Records Added to the Course Enrollment File – VOCI 11-1.** The enrollment data from a school/district which has been added to the Course Enrollment Master Print file (VOCI 21). Since this data is used to determine funding, it should be reviewed for accuracy. If all the data is correct as submitted, the district will receive only this Verification Report, the VOCI 11-1.
- B. Records Not Added to the Course Enrollment File – VOCI 11-2.** The district will receive this report if the enrollment data from a school/district cannot be added to the Course Enrollment Master Print file (VOCI 21), due to errors. Since this data is used to determine funding, it is critical that the errors be corrected prior to the deadline. A calendar with specific dates will be available to you annually. Error messages are listed under each line of data on this report, identifying data corrections that need to be made. Some of the common errors are:
- Invalid district or school number
 - Invalid course number
 - Improper Teacher Certification
 - Total does not agree with the sum of the individual grade counts
 - Course has minutes outside of the normal range
 - Course meets for over 1200 minutes per week

The first page of the Verification Report(s) (VOCI 11-1 and VOCI 11-2, if received) must be signed and returned to ADE.

Note: The 40th and 100th Day Enrollment reports provide essential information affecting program eligibility. It is important that a district submits reports and verifies the accuracy of the reported information by the deadline dates. Due to the need for accurate and timely reporting, CTE funding will be interrupted when a district fails to meet the reporting deadline. Funding resumes when the problem has been corrected. If the problem is not corrected, funding does not resume.

FY200X 100th Day Alignment Report

The FY200X 100th Day Alignment report summarizes the analysis of the school's course enrollment and compares it with the Active programs in the school's Program Profile Table. This information is an important tool to improve the accuracy of reported course and performance data.

Enrollment and performance measures reports are expected to include only those programs listed as active in a school's Program Profile Table. Non-active programs do not participate in enrollment and performance measures reporting.

High schools report CTE course enrollment data to the Arizona Department of Education for any active programs listed in a school's CTE Program Profile Table. A program joins the active list when Notification of Intent to Offer a CTE Program (NOI) is submitted and a Birth Date is assigned. A school's Program Profile Table is accessed on the ADE CTE website at: <http://www.ade.az.gov/PerfMeasures/splash.asp>.

Log in with your district UserID and password; click on **Administrative** and **Program Profile**, then select the name of the school to view a list of active programs approved for participation in CTE enrollment and other reporting for the current year.

Arizona Department of Education
Internet Data Submission Application

Home Exit

Select the School You want to work on

School To Work

Choose a School -Select a School-

OR Select a CTDS -OR Select a CTDS-

Go

Select Administrative

Select Program Profile

There are several possible conditions of misalignment between the Program Profile Table and enrollment reporting that require corrections.

Condition 1: A new program submits an NOI, receives a Birth Date, joins the active program list in the Program Profile Table, but does not submit enrollment.

Error Description Statement – “Not Aligned”

Action Required: A district must submit enrollment information in the second year, or the NOI will be withdrawn.

Condition 2: An active program does not submit enrollment for the current year.

Error Description Statement – “Not Aligned”

Action Required: Missing course enrollment is provided by the 100th Day Course Enrollment Verification.

Condition 3: An inactive program submits enrollment for the current year.

Error Description Statement – “Not Aligned”

Action Required: The enrollment is deleted from the report.

Condition 4: A program that has never been active at this school submits enrollment for the current year.

Error Description Statement – “Not Aligned”

Action Required: Verify the program CIP is correctly reported. Either correct the CIP or delete the enrollment, as appropriate to the circumstance.

An Active program is moved to the Inactive list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being replaced by a new program on an NOI form there are several implications:

- Program replaced is tagged as **Inactive in January of the current year and it moves to the Inactive list on the Program Profile Table**
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in an inactivated program in the BG application due in May the next fiscal year
- Placements may be reported for the previous year’s concentrators
- District does not report enrollment for an inactivated program in the next school year

When an Active program is inactivated by ADE for a failure to include the required essential elements required by the Arizona State Board of Education, the program receives a non-January date and it moves to the Inactive list on the Program Profile Table. No further reporting is expected or accepted from that program. The Program Profile Table includes one re-birth cycle at this time.

Programs that have either an:

- Active Program Profile but are missing Course Enrollment or
- Course Enrollment but are missing an Active Program Profile

will be listed as “not aligned” on the **FY200X 100th Day Alignment Report.**

FY 200X 100th Day Alignment Report

CTD 123456

SAMPLE UNIFIED DISTRICT

CTDS 123456001

SAMPLE HIGH SCHOOL

Program	Program Title	NOI	Coheren Sequenc	Articulate Fed. BG	Articulate 40th Day	Articulate 100th	CE 40th	CE 100th	Non- Coop	Coop L3/CP	Coop- Only	Reports NOI-BG-CE
470600	Automotive Technolog	01/01/1995	6		090601001	090601001	8	7	13	2		Aligned
520200	Business Mgmt & Admi	04/01/2004	3				7	9	10	6		Aligned
460400	Construction Technol	01/01/1995	4		090601001	090601001	4	4	6	2		Aligned
120400	Cosmetology	04/01/2001	2		090601001	090601001	2	2	4	0		Aligned
120500	Culinary Arts	01/01/1995	3				5	5	8	2		Aligned
430200	Fire Science	No Profile	2		090601001	090601001	1	1	2	0		Not Aligned
100300	Graphic Communicatio	04/01/2001	5				6	7	10	3		Aligned
511600	Nursing Services	04/01/2001	2		090601001	090601001	2	2	4	0		Aligned
480500	Welding Technology	04/01/2003	4		090601001	090601001	5	5	8	2		Aligned

Sample

Note1: "Coherent Sequence" column displays how many courses were reported as planned (by the district) to be taught for this program, this school year.

Note2: CTDS of where a program's students are articulated (to) are copied from the BG Coherent Sequence, 40th-day course enrollment, and 100th-day course enrollment. (all three should be the

Note3: "CE 40th", "CE 100th", "Non-Coop", and "Coop L3/CP" have the number of courses (level 3, or career preparation) reported in this school year's course enrollment.

Note4: Program has **only** DCE, Internship, or COOP courses in this school year. The "Coop-only" column shows "Error". These particular programs are not fundable.

Note5: As of 100th-day verification, the "Reports" column has "Aligned" status if the program has an active NOI, coherent sequence, and any course enrollment. Otherwise, the program is "Not

Thursday, March 15, 200X

REPORT NAME: VOCI 11-1

ARIZONA DEPARTMENT OF EDUCATION
40TH DAY CAREER AND TECHNICAL COURSE ENROLLMENT VERIFICATION REPORT
SCHOOL YEAR 200X-200X

REPORT DATE: 01/03/XX
PAGE 1

CTD: SCH:
COUNTY:
DISTRICT:
SCHOOL:

RECORDS ADDED TO THE CTE ENROLLMENT FILE

THE FOLLOWING INFORMATION REFLECTS THE ENROLLMENT DATA SUBMITTED BY YOUR DISTRICT.
PLEASE REVIEW IT FOR CORRECTNESS.

PLEASE MAKE ANY CHANGES IF REQUIRED. AS A REMINDER, ALL CORRECTIONS NEED TO BE MADE IN THE FORMAT THAT WAS
USED FOR ORIGINAL SUBMISSION. THE SIGNED SIGNATURE PAGE MUST BE RETURNED TO:

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
MANAGEMENT INFORMATION SERVICES UNIT, BOX 36
1535 WEST JEFFERSON STREET
PHOENIX, AZ 85007
(602) 542-5486

I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

DATE SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

CONTACT PERSON ----- PHONE -----
NUMBER OF STUDENTS
TAKING CTE.
COURSES IN
ANOTHER SCH.
AND SCH. NO.

										SPECIAL NEEDS															ANOTHER SCH. AND SCH. NO.	
TRAN COURSE CODE				MIN NO				TECH CERTIFICATE NO.		ECON ACAD					ENROLLMENT COUNTS											
CODE	COURSE TITLE	TERM	PER	WEEK	WKS	ROOM	PREP	TEACHER'S NAME	HND	CP	LEP	ADV	ADV	SP	M	F	09	10	11	12	TOTAL	COUNT	CTDS			
A	12.0500.10 Culinary Arts Funda	1	2	0430	18	0258	Y	XXXXXXXXX OLSON	000	000	000	002	000	0008	0005	000	009	002	002	0013	0000	0000000000				
A	12.0500.10 Culinary Arts Funda	1	4	0430	18	0258	Y	XXXXXXXXX OLSON	002	000	001	005	000	0011	0009	000	013	005	002	0020	0000	0000000000				
A	12.0500.75 Culinary Arts- Inte	1	5	1100	18	0415	Y	XXXXXXXXX NEU	000	000	000	000	000	0000	0001	000	000	000	001	0001	0000	0000000000				
A	15.0600.10 Fundamentals of Ind	1	2	0430	18	0294	N	XXXXXXXXX STEELE	003	000	001	008	000	0020	0004	000	012	006	006	0024	0000	0000000000				

REPORT NAME: VOCI 11-1

ARIZONA DEPARTMENT OF EDUCATION
100TH DAY CAREER AND TECHNICAL ENROLLMENT VERIFICATION REPORT
SCHOOL YEAR 200X-200X

REPORT DATE: 03/16/XX
PAGE 1

CTD: SCH:
COUNTY:
DISTRICT:
SCHOOL:

RECORDS ADDED TO THE CTE ENROLLMENT FILE

THE FOLLOWING INFORMATION REFLECTS THE ENROLLMENT DATA SUBMITTED BY YOUR DISTRICT.
PLEASE REVIEW IT FOR CORRECTNESS.

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(602) 542-5486

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KNOWLEDGE, AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

DATE SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

CONTACT PERSON PHONE

NUMBER OF
STUDENTS
TAKING CTE.
COURSES IN
ANOTHER SCH.
AND SCH. NO.

										SPECIAL NEEDS															ANOTHER SCH. AND SCH. NO.	
TRAN		COURSE CODE		MIN PER		NO OF		TECH CERTIFICATE NO.		ECON ACAD DIS DIS					ENROLLMENT COUNTS											
CODE	COURSE TITLE	TERM	PER	WEEK	WKS	ROOM	PREP	TEACHER'S NAME	HND	CP	LEP	ADV	ADV	SP	M	F	09	10	11	12	TOTAL	COUNT	CTDS			
A	12.0500.10 Culinary Arts Funda	2	2	0430	18	0258	Y	XXXXXXXXX OLSON		000	000	000	002	000	0008	0005	000	009	002	002	0013	0000	0000000000			
A	12.0500.10 Culinary Arts Funda	2	4	0430	18	0258	Y	XXXXXXXXX OLSON		002	000	001	005	000	0011	0009	000	013	005	002	0020	0000	0000000000			
A	12.0500.75 Culinary Arts- Inte	2	5	1100	18	0415	Y	XXXXXXXXX NEU		000	000	000	000	000	0000	0001	000	000	000	001	0001	0000	0000000000			
A	15.0600.10 Fundamentals of Ind	2	2	0430	18	0294	N	XXXXXXXXX STEELE		003	000	001	008	000	0020	0004	000	012	006	006	0024	0000	0000000000			

IMPROPER TEACHER CERTIFICATION REPORT VOCI 17

Policy Citations

A.R.S. § 15-782.C requires that the local governing board shall employ trained instructors with qualifications fixed by the state board of education. On September 25, 2000 the State Board of Education extended the requirement that Career and Technical Education certification is a state grant funding requirement.

A.R.S. § 15-391.3.(b) requires Joint Technological Education District (JTED) instructors to be certified to teach Career and Technical Education by the State Board of Education or by postsecondary educational instructors as a requirement for reporting average daily membership (ADM).

Only Career Preparation courses that are part of an approved program and taught by appropriately certified teacher will generate state funding for 11th and 12th graders. The correct certifications, endorsements, and approvals necessary for each program and course are listed in the Coherent Sequence and Certification section of this handbook. Students can also attend CTE courses at a local community college. The community college teacher must also be appropriately certified.

The purpose of this report (VOCI 17) is to alert each district to the non-certification status of the teacher for the specific CTE program. **This report is disseminated to districts along with the 40th and 100th day Verification reports so that all certifications are in place for program areas before the end of February each school year.**

Reasons for non-certification include:

- Invalid teacher certification number
- Certification type, approval and/or endorsement is invalid for the CTE program

The report (VOCI 17) will also indicate the **required** certification types, approvals and endorsements. The correct certifications, endorsements, and approvals necessary for each program and course are listed in the Coherent Sequence and Certification section of this handbook. **Only Career Preparation courses that are part of an approved program and taught by appropriately certified teacher will generate state funding for 11th and 12th graders.** Due to the need for accurate and timely reporting, CTE funding will be interrupted when a district fails to meet the reporting deadline. Funding resumes when the problem has been corrected. If the problem is not corrected, funding does not resume.

COUNTY:	ARIZONA DEPARTMENT OF EDUCATION	VOCI 17
TYPE:	CAREER AND TECHNICAL EDUCATION	REPORT DATE: 03/16/XX
DISTRICT:		REPORT PAGE: 1
SCHOOL:	IMPROPER TEACHER CERTIFICATION	SCHOOL PAGE: 1
	SECONDARY 100TH DAY - 200X-200X	

TEACHER NUMBER	TEACHER NAME	P E R M	T R M	CRSE CODE	CRSE CODE TITLE	CERTIFICATION	ENDORSEMENT	APPROVAL
*****	CLOW	PE 3 1		52020020	Basic Bus Mgmt/Admin Srv	SEC	LEN	
*****	CLOW	PE 4 1		52020020	Basic Bus Mgmt/Admin Srv	SEC	LEN	
*****	CLOW	PE 7 1		52020020	Basic Bus Mgmt/Admin Srv	SEC	LEN	
*****	CLOW	PE 3 2		52020020	Basic Bus Mgmt/Admin Srv	SEC	LEN	
*****	CLOW	PE 4 2		52020020	Basic Bus Mgmt/Admin Srv	SEC	LEN	
*****	CLOW	PE 7 2		52020020	Basic Bus Mgmt/Admin Srv	SEC	LEN	
*** TEACHER LACKS REQUIREMENTS *** CRSE CODE REQUIREMENTS-BVT OR SVT								AND BUS OR VDE OR VME
								PVB OR SVB OR PVM OR SVM PVBM OR SVBM PCTBM OR SCTBM
*****	BELL	WR 5 1		48050075	Welding Tech-Intern	SSC	SVT	ITT VTT
*** TEACHER LACKS REQUIREMENTS *** CRSE CODE REQUIREMENTS-BVT OR SVT								AND CEN
								AND BUS OR VDE OR VME OR VHO OR AGR OR VCS OR VHE OR VRO
								PVBM OR SVBM OR PVB OR SVB OR PFM OR SVM OR PCTBM OR SCTBM AND CEN PVI OR SVI OR PCTI OR SCTI AND CEN PVG OR SVH OR PCTHC OR SCTHC AND CEN PVA OR SVA OR PCTA OR SCTA AND CEN PVF OR SVF OR PCTF OR SCTF AND CEN

Sample Secondary Education Certificates


Teachers with the certificates listed below do **not** have the appropriate Career and Technical Education Certificate. These are examples of **secondary** provisional and standard certificates.

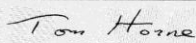
Arizona Department of Education CERTIFICATE				
Name JOHN DOE			Certificate Number 123456789	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Provisional Secondary Education, 7-12	02/16/2005	02/16/2007	Business** Marketing**	
SAMPLE			<p><small>**This certificate does not meet the requirements to teach Vocational/Career and Technical Education classes</small></p> <p><small>*Endorsement</small></p> <div style="text-align: right;"> <small>TOM HORNE State Superintendent of Public Instruction</small> </div>	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007				

Arizona Department of Education CERTIFICATE				
Name JOHN DOE			Certificate Number 123456789	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Standard Secondary Education, 7-12	02/16/2005	09/19/2011	Business** Marketing**	
SAMPLE			<p><small>**This certificate does not meet the requirements to teach Vocational/Career and Technical Education classes</small></p> <p><small>*Endorsement</small></p> <div style="text-align: right;"> <small>TOM HORNE State Superintendent of Public Instruction</small> </div>	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007				

Sample Career and Technical Education Certificates

Either the Provisional or Standard Career and Technical Education Certificate are acceptable certificates to teach Business and Marketing programs.

Arizona Department of Education CERTIFICATE				
Name JOHN DOE			Certificate Number 123456789	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Provisional Career and Technical Education Business and Marketing	02/16/2005	02/16/2007		
*Endorsement			 TOM HORNE State Superintendent of Public Instruction	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007				

Arizona Department of Education CERTIFICATE				
Name JOHN DOE			Certificate Number 123456789	
Certificate	Valid Date	Expiration Date	Approved Areas	Deficiencies
Standard Career and Technical Education Business and Marketing	02/16/2005	09/19/2011		
*Endorsement			 TOM HORNE State Superintendent of Public Instruction	
ARIZONA DEPARTMENT OF EDUCATION 1535 West Jefferson Street * Phoenix, Arizona 85007				

COURSE ENROLLMENT MASTER PRINT REPORT VOCI 21

The purpose of the **Course Enrollment Master Print Report (VOCI 21)** is to record district student enrollment data used to generate funding by:

- Providing a complete enrollment summary report of data submitted by the district
- Defining the programs that should be reported for Performance Measures, including Concentrator and Placement program records
- Listing the coherent sequence of program courses offered

Enrollment data on the Course Enrollment Master Print Report includes both 40th and 100th day course enrollment. The enrollment data will include the district number and school number (CTDS), course name and number, term, period, room number, number of weeks and minutes, teacher name and certification number (SSN), tech prep indicator, teacher certification indicator, grade counts, gender counts and special population information. Some fields are used to report unusual course information: students attending another district, or a course taught by a college instructor. These are found under the heading “Number of students taking CTE Courses in another school”. They include both the attending CTDS of the articulated or SDI school and the student count. School and district totals, by semester (term), are also included.

PAGE 1

NUMBER OF
STUDENTS
TAKING CTE
COURSES IN
ANOTHER SCH.

Sample

PROGRAM ENROLLMENT REPORTING

Policy Citations

A.R.S. § 15-784 Vocational education; acceptance of congressional acts; appropriation; distribution of federal monies by the State Board of Education

Carl D. Perkins Career and Technical Education Act of 2006 Section 113(b)(4)(C)(i-iv) requires local education agencies receiving funding to report disaggregated enrollment and performance data to the state/eligible agency.

Carl D. Perkins Career and Technical Education Act of 2006 Section 122(c)(13) The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

EDGAR 34 CFR 80.40 requires that states monitor and report program performance.

Enrollment, reported by course, is related to programs on the CTE Program List. The CTE Program List, along with the average student counts of 40th day and 100th day course enrollment, is the basis of the state CTE enrollment funding formula. The Program Enrollment report is used to determine what programs are expected to submit Concentrator and Placement reports. **Concentrator and Placement reports are necessary to ensure a program remains an approved program.** If a school has no Concentrators or Placements, usually because a program is a new program, then the school must submit Zero Concentrator and Zero Placement reports. For a current list of CTE programs and courses, see the CTE Program Codes and Titles section of the handbook. A course must have a certified teacher, a Notification of Intent (NOI) filed, Program Enrollment, and the required Concentrator/Placement reports to generate funding. If a program (and its associated courses) does not provide the essential elements required by the Arizona State Board of Education, the program and its funding will be inactivated by CTE.

Program Enrollment data reflects demographic data such as:

- Enrollment by grade
- Enrollment by sex
- Enrollment by ethnic group
- Enrollment by special populations (the district/school must identify the primary need of the student and select it as the student's category. A student is to be reported in no more than one special population category)
- Enrollment by nontraditional students

Program Enrollment data is collected using unduplicated student counts. Unduplicated enrollment means that each student is counted only once, even if that student is enrolled in more than one program. It is the district's responsibility/opportunity to use the student's occupational goal when identifying the program for reporting purposes.

Programs Designated as Nontraditional

CIP Code	SY 2007-2008	Nontraditional Gender
01.0100	Agricultural Business Management – Agriscience	Female
10.0200	Audiovisual Technology	Female
10.0300	Graphic Communications	*
12.0400	Cosmetology	Male
12.0500	Culinary Arts	*
13.1220	Education and Training: Early Childhood Education	Male
13.1210	Education and Training: Education Professions	*
15.0000	Engineering, Math, Technologies and Science	Female
15.0300	Electronic Technology	Female
15.0600	Industrial Manufacturing	Female
15.1200	Information Technology	*
15.1300	Drafting and Design Technology	Female
43.0100	Law, Public Safety and Security	Female
43.0200	Fire Science	Female
46.0200	Carpentry Technologies	Female
46.0300	Electrical and Power Transmission Technology	Female
46.0400	Construction Technologies	Female
46.0500	Plumbing Services	Female
47.0100	Telecommunications	Female
47.0200	Maintenance and Installers Heating/Air Conditioning Maintenance	Female
47.0600	Automotive Technologies	Female
48.0500	Welding Technology	Female
49.0200	Heavy Equipment Operation	Female
50.0100	Performing Arts	*
51.0600	Dental Assisting	Male
51.0800	Allied Health Services	*
51.0900	Diagnostic and Intervention Technologies	Female
51.1000	Biomedical Health, Genomics, Technologies and Science	*
51.1500	Mental and Social Health Services	Male
51.1600	Nursing Services	Male
51.3200	Therapeutic Massage	Male
52.0200	Business Management and Administrative Services	*
52.0300	Accounting and Related Services	*
52.0800	Financial Services	*
52.0900	Hospitality Management	*
52.1800	Marketing, Management and Entrepreneurship	*
52.1900	Design and Merchandising	Male

Note: * - The program is not designated as a nontraditional program for either gender.
Based on Nontraditional Occupations for Females/Males from 2005 BLS Data.
Prepared by the National Alliance for Partnerships in Equity and available from OVAE.

Districts are required to submit Course and Program Enrollment reports to participate in the Basic Grant and State Block Grant Funding. Therefore, to accurately submit Program Enrollment data, a system for determining and documenting each student's primary program area must be in place. It is important to remember that each student should be assigned only one Program CIP Code (six digits). CTE funding will be interrupted if a district fails to meet the reporting deadline. Funding resumes when the Program Enrollment report has been received. If the Program Enrollment report is not received, funding does not resume.

NOTE: The only codes to be used on the program enrollment form are those listed as CTE Program CIP Codes (six digits) found in the CTE Program Codes and Titles section of the handbook. Use of an invalid code will cause the entire line of data to be rejected. Do not use Course Codes (eight digits) on this form.

Districts are reminded they need to maintain an individual student record system, which will allow identification of each student's program, gender, ethnicity and special needs classifications and concentrator status.

The Program Enrollment must be submitted electronically. There are two methods of electronic submission including:

- Email attachment to: CTEDataCollection@azed.gov
(file attachment must be in ASCII text format). Website address for ASCII format: <http://www.ade.az.gov/cte/GrantsMIS/filelayout/vocipgm.asp>
- Online Data Collection website: <http://www.ade.az.gov/PerfMeasures/splash.asp>
The online system requires a district to Login with a unique CTE-assigned UserID and password to the Performance Measures system

Log in with your district UserID and password; click on **Enrollment** and select **Program**, then select the name of the school to view the CTE Program Enrollment reporting for the current year.

Process for Reporting CTE Program Enrollment

- Step 1** Choose a method for submitting Program Enrollment information:
- Online at: <http://www.ade.az.gov/PerfMeasures/splash.asp>
 - Email attachment (using text file created by a vendor software, e.g. VDMS/must be in ASCII format)
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/vocipgm.asp> **or**
Email attachment (using text file created by district software/ must be in ASCII format): <http://www.ade.az.gov/cte/GrantsMIS/filelayout/vocipgm.asp>
- Step 2** Send an email notification stating your data submission is complete and ready to process, include your district/school name, to CTE at: CTEDataCollection@azed.gov. No changes or corrections can be made after notification until verification is received by district from ADE.
- Step 3** CTE confirms receipt of the email.
- Step 4** CTE processes the program enrollment data.
- Step 5** CTE mails the program enrollment report (VOCI 25) listing all data added, if correct, and not added, if incorrect, to the Program Enrollment Master Print Report (VOCI 26) file.
- Step 6** Districts must correct any errors listed on the VOCI 25. Errors must be corrected in the same format of the original submission:
- Online
 - Email attachment (using text file created by a vendor software, e.g. VDMS/must be in ASCII format) **or**
Email attachment (using text file created by district software/ must be in ASCII format)
- Step 7** Districts must sign the signature page of the VOCI 25, after necessary corrections have been submitted, and return it, by the due date, via mail to:
- Arizona Department of Education
CTE Career and Technical Education, Bin 36
1535 West Jefferson Street
Phoenix, Arizona 85007
- Step 8** Repeat Steps 2 through 6 above until all errors are corrected.
- Step 9** Using the valid program enrollment records added to the Program Enrollment Master Print file, CTE will check for active programs in the school's Program Profile Table
- Step 10** CTE will provide districts with potential reports, as applicable, two are listed below:
- FY200X Enrollment Alignment Report
 - Program Enrollment Master Print Report (VOCI 26)

Districts may use the online system for submission of Program Enrollment data. An example of the online Program Enrollment form is below. Log into the Performance Measures system and select the Enrollment option. The online instructions are included in the web pages. For more information, see the online user manuals at: <http://www.ade.az.gov/cte/DIG/>.



User Manuals

- NEW! Online Program Enrollment Instructions – 200X.

Online Data Collection website:

<http://www.ade.az.gov/PerfMeasures/splash.asp>

Log into the Performance Measures system and select the Enrollment option.

200X Program Enrollment Forms

1. To complete Program Enrollment Information, click on Modify for the appropriate Program Name.
2. Click Add to complete Program Enrollment Information for a Program that does not appear in the listing.
3. When the Program Enrollment information is complete, the current date will appear in the Updated box.
4. After all Program Enrollment records are complete, you must notify Career and Technical Education by sending an email notification to:

CTEDataCollection@azed.gov

Enrollments for 12-34-56-001 - SAMPLE SCHOOL				+ Add New Record		
Program	Program Total	Method	Action			Updated
100200	2	CP	View	Modify	Delete	2/23/2007

Sample

**Verification Report for Program Enrollment
VOCI 25 and
Program Enrollment Master Print Report
VOCI 26**

The data submitted from the district for Program Enrollment will be processed and districts will receive verification reports titled **Program Enrollment Verification (VOCI 25) and Program Enrollment Master Print Report (VOCI 26)**. These reports are sent for verification of data submitted and may also contain errors that need to be corrected. The first page of the Verification Report must be signed and returned to ADE, **any errors must be corrected and re-submitted**. The Master Report is provided for district record keeping.

- A. The Program Enrollment Verification Report-VOCI 25-1** provides the opportunity to update the information in the master database. Please submit corrections using the online system or email a text file attachment to:
CTEDataCollection@azed.gov.
- B. The Program Enrollment Master Print Report-VOCI 26-1** contains records that are loaded on the ADE database and will be the basis of the Final Program Enrollment Report. This data is used for federal and state reporting purposes.

Other labeled reports may include:

- **Program Enrollment w/o supporting Course Enrollment** – this report identifies a program listed on the Program Enrollment Verification (unduplicated student count) (VOCI 25) report, that does not have any supporting Career Preparation course listed on the 40th Day and 100th Day Course Enrollment Master Print (VOCI 21) report. Please review the following:
 - ✓ Check the 40th Day and 100th Day Course Enrollment Master Print (VOCI 21) report and verify the program number is on file.
 - ✓ Determine if an incorrect program number was submitted or an additional/non-approved program number was submitted.
 - ✓ If an incorrect program number was submitted, correct the program number on the Program Enrollment Verification (unduplicated student count) (VOCI25) report and re-submit.
 - ✓ If an additional program number was submitted, delete the program number from the Program Enrollment Verification (unduplicated student count) report and re-submit.
- **Course Enrollment w/o supporting Program Enrollment** – this report identifies programs that are NOT listed on the Program Enrollment (unduplicated student count) (VOCI26) report. During the current year courses were reported on your district's 40th Day and 100th Day Course Enrollment Master Print (VOCI 21) file. Please review the following:
 - ✓ Verify the program number is the number recorded on your 40th Day and 100th Day Course Enrollment Master Print (VOCI 21) report, if the program number is incorrect. Correct the program number on your Program Enrollment (unduplicated student count) (VOCI26) report and re-submit.

- ✓ Check all program numbers recorded on your Course Enrollment 40th Day and 100th Day Course Enrollment Master Print (VOCI 21) report to determine the missing program number, add the program number to your Program Enrollment Verification (VOCI 25) report and re-submit.
- **FY200X End of Year Alignment report** – this report identifies the alignment of all programs and courses reported during the current year. This report contains records listed on your district's 40th and 100th Day Course Enrollment Master Print (VOCI 21) file and Program Enrollment Master Print (unduplicated Count) (VOCI 26) file. Please review the following:
 - ✓ Note any programs not aligned for Notification of Intent, Basic Grant and Course Enrollment.
 - ✓ Verify the program number is the number recorded on your 40th Day and 100th Day Course Enrollment Master Print (VOCI 21) report. If the program number is incorrect or an additional/non-approved program number was submitted, correct the program number on your Program Enrollment (unduplicated student count) (VOCI25) report and, if needed, your 40th and 100th day course enrollment master print (VOCI 21) report, and re-submit your data.
 - ✓ Verify the program is active (in your district Program Profile Table).
 - ✓ Verify the program is in your district Coherent Sequence (in your Basic Grant).
 - ✓ Verify your course enrollment for 40th and 100th day. Correct any errors and re-submit your data.
 - ✓ Verify your program enrollment end of year counts. Correct any errors and re-submit your data.

See footnotes on report for each column numbered (1-8). Verify all counts.

Program Enrollment w/o Supporting Career Preparation Course Enrollment

<i>CTDS</i>	<i>DistrictName</i>	<i>SchoolName</i>	<i>ProgramCIP</i>	<i>ProgramTitle</i>
123456789	SAMPLE DISTRICT	SAMPLE HIGH SCHOOL	131200	Early Childhood Educ
123456789	SAMPLE DISTRICT	SAMPLE HIGH SCHOOL	150600	Industrial Manufactur
123456789	SAMPLE DISTRICT	SAMPLE HIGH SCHOOL	520800	Financial Services

Sample

Career Preparation Course Enrollment w/o Supporting Program Enrollment

<i>CTDS</i>	<i>DistrictName</i>	<i>SchoolName</i>	<i>ProgramCIP</i>	<i>ProgramTitle</i>
123456789	SAMPLE DISTRICT	SAMPLE HIGH SCHOOL	010100	Agri Bus Mgmt
12345689	SAMPLE DISTRICT	SAMPLE HIGH SCHOOL	521800	Marketing Management

Sample

FY 200X End-of-Year Alignment Report

FINAL

FINAL

FINAL

FINAL

CTD 123456 SAMPLE UNIFIED DISTRICT

CTDS 123456001

SAMPLE HIGH SCHOOL

Program	Program Title	NOI Date	1	2	2	2	3	3	3	3	4	5	6	7	Reports 8
			Coherent	Articulat	Articulat	Articulat	CE	CE	Non-	Coop	Coop-	200X	200X	Prog-	NOI-BG-CE-
			Sequence	Fed. BG	40th Day	100th	40th	100th	Coop	L3/CP	Only	Conc	Place	Enroll	PM-PE
470600	Automotive Technolog	01/01/1995	6		090601001	090601001	8	7	13	2		014	009	25	Aligned
520200	Business Mgmt & Admi	04/01/2004	3				7	9	10	6		024	018	63	Aligned
460400	Construction Technol	01/01/1995	4		090601001	090601001	4	4	6	2		009	006	9	Aligned
120400	Cosmetology	04/01/2001	2		090601001	090601001	2	2	4	0		002	002	4	Aligned
120500	Culinary Arts	01/01/1995	3				5	5	8	2		011	011	13	Aligned
430200	Fire Science	No Profile	2		090601001	090601001	1	1	2	0		001		1	Not Aligned
100300	Graphic Communicatio	04/01/2001	5				6	7	10	3		023	022	51	Aligned
511600	Nursing Services	04/01/2001	2		090601001	090601001	2	2	4	0		005	002	5	Aligned
480500	Welding Technology	04/01/2003	4		090601001	090601001	5	5	8	2		006	002	14	Aligned

Sample

Note1: "Coherent Sequence" column displays how many courses were reported as planned (by the district) to be taught for this program, this school year.

Note2: CTDS of where a program's students are articulated (to) are copied from the BG Coherent Sequence, 40th-day course enrollment, and 100th-day course enrollment. (all three should be the same)

Note3: "CE 40th", "CE 100th", "Non-Coop", and "Coop L3/CP" have the number of courses (level 3, or career preparation) reported in this school year's course enrollment.

Note4: If program has only DCE, Internship, or COOP courses in this school year - the "Coop-only" column shows "Error". These particular programs are not fundable.

Note5: The count of concentrators (completers who have graduated) reported for school year 200X is reported in column "200X Conc".

Note6: The count of placements (of 200X graduates) from this program is reported in column "200X Place".

Note7: The program unduplicated (each student counted in only one program in 200X) total is reported in column "Prog-Enroll".

Note8: As of the end of school year 200X - the program has "Aligned" status if it has active NOI, coherent sequence, course enrollment, concentrator, placement, and program enrollment data.

Monday, April 30, 200X

REPORT NAME: VOCI 25-1

ARIZONA DEPARTMENT OF EDUCATION
SECONDARY CAREER AND TECHNICAL EDUCATION
PROGRAM ENROLLMENT VERIFICATION REPORT
SCHOOL YEAR XX-XX

REPORT DATE: 06/05/XX
PAGE: 1

CTY TYPE DIST SCH

COUNTY:
DISTRICT:
SCHOOL:

THE FOLLOWING INFORMATION REFLECTS THE PROGRAM ENROLLMENT SUBMITTED BY YOUR DISTRICT.
PLEASE REVIEW IT FOR CORRECTNESS. BASIC ERRORS HAVE BEEN UNDERLINED AND ERROR
MESSAGES INCLUDED.

PLEASE MAKE ANY CHANGES IF REQUIRED, SIGN THE REPORT AND RETURN IT TO THE:

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
MANAGEMENT INFORMATION UNIT, BOX 36
1535 WEST JEFFERSON STREET
PHOENIX, ARIZONA 85007
(602) 542 - 5486

I CERTIFY THAT THE INFORMATION SUBMITTED IS TRUE AND CORRECT TO THE BEST OF MY
KNOWLEDGE AND THAT DOCUMENTATION WILL BE MAINTAINED FOR AUDITING AND MONITORING PURPOSES.

DATE SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

CONTACT PERSON PHONE

* TP *																					
TRAN	PROGRAM	*ER*	ENROLLMENT				*	*	ENROLLMENT BY					*	ENROLLMENT BY SPECIAL					*	TOTAL
CODE	CIP CODE	*CE*	BY GRADE	*	ENROLLMENT	*	ETHNIC GROUP AND SEX	*	NEEDS GROUP AND SEX	*	PROGRAM										
	TITLE	*HP*	09	10	11	12	BY SEX	*	WHITE	BLACK	HISPANIC	INDIAN	ASIAN	*	HAND	LEP	ECON	ACAD	SP	* COUNT	
A	120500	N	10	20	16	12	* MALE:	24	14	0	7	3	0	9	2	0	15	0	*	58	
	Culinary Arts						* FEMALE:	34	27	0	6	1	0	7	1	0	13	0	*		

REPORT NAME: VOCI 26-1
REPORT DATE: 08/03/XX

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION

PAGE 1

MASTER PRINT - PROGRAM ENROLLMENT

CTDS: SCHOOL YEAR XX-XX
COUNTY:
DISTRICT:
SCHOOL:

		*TP							ENROLLMENT BY							ENROLLMENT BY SPECIAL						
PROG		*ER*	ENROLLMENT				*	*	ENROLLMENT BY					*	ENROLLMENT BY SPECIAL					*	TOTAL	
CODE	PROGRAM TITLE	*CE*	BY GRADE				* ENROLL	* ETHNIC GROUP AND SEX	ETHNIC GROUP AND SEX					* NEEDS GROUP AND SEX	NEEDS GROUP AND SEX					* PROG		
		HP	09	10	11	12	* BY SEX	* WHIT	BLAK	HISP	INDAN	ASAN	* HAND	LEPS	ECON	ACAD	SP	* COUNT				
100300	Graphic Communicatio	Y	0	14	17	24	*M: 25	18	1	4	2	0	8	0	1	1	0	*	55			
							*F: 30	18	0	7	5	0	4	0	2	0	0	*				
120400	Cosmetology	N	0	0	2	2	*M: 0	0	0	0	0	0	0	0	0	0	0	*	4			
							*F: 4	0	0	4	0	0	0	0	0	0	0	*				
120500	Culinary Arts	N	0	6	9	5	*M: 6	3	0	2	1	0	0	0	1	1	0	*	20			
							*F: 14	7	0	3	4	0	1	0	3	0	0	*				
460400	Construction Technol	N	0	1	3	6	*M: 10	7	0	1	2	0	1	0	0	0	0	*	10			
							*F: 0	0	0	0	0	0	0	0	0	0	0	*				
470600	Automotive Technolog	N	0	14	9	5	*M: 24	17	0	2	5	0	1	0	4	1	0	*	28			
							*F: 4	1	0	0	3	0	0	0	0	0	0	*				
480500	Welding Technology	N	0	0	5	2	*M: 6	3	0	2	1	0	0	0	0	0	0	*	7			
							*F: 1	0	0	0	1	0	0	0	0	0	0	*				
511600	Nursing Services	N	0	0	1	3	*M: 0	0	0	0	0	0	0	0	0	0	0	*	4			
							*F: 4	3	0	1	0	0	0	0	0	0	0	*				
520200	Business Mgmt & Admi	Y	0	11	16	16	*M: 17	11	0	5	1	0	3	0	0	1	0	*	43			
							*F: 26	19	0	4	3	0	2	0	2	0	0	*				
=====			=====																			
ENROLLMENT TOTALS			90	88	71	70	*M: 162	107	2	28	25	0	23	0	16	5	0	*	171			
							*F: 157	96	0	31	30	0	13	0	14	1	0	*				

Sample

CONCENTRATOR REPORTING OVERVIEW

Policy Citations

Carl D. Perkins Career and Technical Education Act of 2006 Section 113(b)(4)(C)(i-iv) requires local education agencies receiving funding to report disaggregated enrollment and performance data to the state/eligible agency.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 113(4)(c) requires eligible recipients to report prepare and submit data regarding the progress of such recipient in achieving the performance levels of core indicators.

Carl D. Perkins Career and Technical Education Act of 2006 Section 122(c)(13)The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 134(b)(6) “...support Career and Technical Education programs that provide services and activities that are of sufficient size, scope and quality to bring about improvement in the quality of CTE programs.”

April 23, 2007 Arizona Transition Plan for the Carl D. Perkins Career and Technical Education Act of 2006 page 31 states that the Career and Technical Education state staff will conduct Program assessment Reviews for secondary CTE programs. During the review, student transcripts as well as student standard tracking records may be examined to ensure accurate and reliable data. The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

April 23, 2007 Arizona Transition Plan for the Carl D. Perkins Career and Technical Education Act of 2006 page 50 defines a concentrator as a student who: (1) has transcribed three or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR (2) has transcribed two Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two Carnegie Unit/credit sequences at the secondary level are recognized by the State. In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook. A student who leaves secondary education is defined as absent/status unknown, dropout, expelled or graduated.

EDGAR 34 CFR 80.40 requires that states monitor and report program performance.

Basic Grant Affirmation Affidavit Program and Fiscal Assurance Number 5: Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collections activities, monitoring, and reporting requirements.

Basic Grant Affirmation Affidavit Accountability Assurances: Failure by the LEA to make a good faith effort ... to submit accurate data reports on a timely basis or will risk an interruption or possible loss of all Career and Technical funding (State and Federal).

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs. Perkins IV legislation is based on expectations that student performance will improve each year. This improvement is expected in five core areas of emphasis, including

- Academic attainment
- Technical skill attainment
- Graduation rate
- Placement rate and
- Participation and completion of nontraditional programs

The State Board of Education approved a state accountability system that measures CTE program performance using a series of performance measures. The performance measures are based on the expectation that all programs have concentrators and placements on an annual basis.

The Arizona CTE performance measures are published annually in the **Secondary Guidelines for Performance Measures and Program Evaluation** at <http://www.ade.az.gov/cte/DIG/>. The expected performance level for each measure is negotiated annually with the Office of Vocational and Adult Education (OVAE).

This section of the Handbook is designed to help schools and districts:

- Collect and organize concentrator data and
- Report concentrator and placement records

All CTE concentrator reporting is submitted electronically. There are two methods of electronic submission including:

- Email attachment to CTEDataCollection@azed.gov (file attachment must be in ASCII text format:
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CTEConcentrator.asp>
- Online Data Collection website: <http://www.ade.az.gov/PerfMeasures/splash.asp>
The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online data collection can be used to enter course enrollment, program enrollment, student concentrator and student placement data. **Online user manuals for concentrator data submissions are located at:** <http://www.ade.az.gov/cte/DIG/>



User Manuals

If you have questions, please contact the CTE Development and Innovations Section for assistance:

CTE Research Specialist	Steve Peterson	(602) 542-5357
Secondary Accountability Specialist	Penny Legge	(602) 364-2470

Or contact the CTE Grants Management Information Systems Section:

Information Technology Specialist	Donna Kerwin	(602) 542-7881
Education Program Specialist	Steve Saline	(602) 542-5566
Administrative Services Officer	Jet Wilson	(602) 542-5486
Enrollment Specialist	Della Hofer	(602) 542-5711

CONCENTRATOR REPORTING

High schools report CTE concentrator data to the ADE annually. The **Concentrator Report** is a report initially submitted by April 15 with corrections due at the end of the school year by June 22. This report includes names and other relevant information for:

- Students who meet the concentrator definition by having earned two Carnegie Units in their CTE program of study
- Active programs listed in a school's Program Profile Table or inactivated programs that have a date of April for the current year (a school's Program Profile Table is accessed on the ADE CTE website at <http://www.ade.az.gov/PerfMeasures/splash.asp>)
- Students who left during the current year because they graduated, dropped out, were suspended or expelled, or who were absent for unknown reasons or whose status is unknown.

Sample Online Concentrator Record as viewed in:

<http://www.ade.az.gov/PerfMeasures/splash.asp>

Secondary CTE Program Concentrator Report

Concentrator Information			
CTDS	School Name	Fiscal Year	
12-34-56-001	SAMPLE SCHOOL	2007	
Program		Description	
10.0300		Graphic Communications	
Student Information			
Student Name (First, MI, Last)		Joe	Student
Student Birthdate		8/10/1989	
Gender		Male ▼	
Race		White ▼	
Leave Code		Graduated ▼	
Student SSN (Voluntary)		SAIS ID Number (Mandatory)	1212121212
Confirm SSN		Confirm SAIS ID	1212121212
Federal/State Record Indicator		State	
ICTEP Participation Information			
At Graduation this student was receiving ICTEP services in category:			Economically Disadvantaged ▼
Concentrator Success Information			
Attain at least 80%?	<div style="display: flex; justify-content: space-around;"> Yes <input checked="" type="radio"/> No <input type="radio"/> </div>		
Assessment Method 1 - Standard Record	<div style="display: flex; justify-content: space-around;"> Yes <input checked="" type="radio"/> No <input type="radio"/> </div>		
Assessment Method 2 - State Assessment	<div style="display: flex; justify-content: space-around;"> Yes <input type="radio"/> No <input checked="" type="radio"/> </div>		
Assessment Type 1	▼		
Concentrator Report Information			
Concentrator Report Completed Date	3/5/2007		

The concentrator information represents part of the data used to calculate local and state performance on the Arizona Performance Measures. Reported concentrator information includes:

- Unique county, school type, district, and school number (CTDS)
- Name of School
- Fiscal Year
- Classification of Instructional Program (CIP) program number
- Student's name
- Student's birth date
- Gender
- Race
- SAIS ID Number
- Federal/State record indicator
- ICTEP Participation Information
- Concentrator Success Information
- Assessment Information
- Date Concentrator Report Completed

Optional information includes a student's Social Security Number.

Values for Concentrator Reporting Elements

CTDS – The CTDS number (County Code, Type Code, District Code, and School) is a unique number assigned by the state and can be obtained from the ADE web site's school search at <http://www.ade.az.gov/edd/>. The number must be accurate to ensure data is correctly credited to the school when either funding or performance results are calculated. A complete list of the CTDS numbers participating in CTE reporting as of the publication date for this Handbook can be found in the section CTDS Numbers.

Name of School – The name of the school assigned the reported CTDS number

Classification of Instructional Program (CIP) Program Number – This is the U.S. Department of Education's uniform numbering and classification system of educational programs. Six-digit CIP program numbers for all Arizona CTE programs can be found in the "CTE Program List" section.

Fiscal Year – Refers to the July 1 through June 30 fiscal year reporting period, e.g. July 1, 2006 through June 30, 2007 would be referred to as FY 2007.

Student Information

Student Name – The first name, middle initial and last name of the concentrator. The middle initial is optional.

Student Birth Date – The month, date, and year of the student's birth reported in the format MM/DD/YYYY, e.g. 08/16/1988. Only birth years for the range of ages 14 through 21 are considered valid birth years. For example, in 2007 the valid range of years is 1985-1993.

Gender – Identifies the concentrator as male or female.

Race – Identifies racial or ethnic groups for required reporting purposes. There are five codes.

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Student Social Security Number (SSN) – The reporting of the concentrator’s social security number is an optional field, when the student or parent voluntarily provides the SSN. If provided, it can be entered on the concentrator record.

During data entry, the SSN number is entered twice, to confirm that the set of digits entered is the correct one for this concentrator record. Once the concentrator record has been successfully submitted to the CTE database, the SSN appears as a line of asterisks (*****), making it invisible to anyone reading the online concentrator record.

SAIS ID Number – The Student Accountability Information System (SAIS) unique identification number is assigned by the Department of Education to each Arizona student. The SAIS is a required field on the concentrator record. During data entry, the SAIS ID number is entered twice, to confirm that the set of digits entered is the correct one for this concentrator record. Once the concentrator record has been successfully submitted to the CTE database, the SAIS ID only appears once.

Federal/State Record Indicator – The first concentrator record entered for a student, or any duplicate concentrator record identified by the school as the “federal” record, is included in the performance measure calculations. Any duplicate concentrator records entered for the same student are designated “state” records. State records are used only in state placement funding calculations, when the placement is related to the concentrator’s high school CTE program of study. Choosing whether the concentrator record should be identified as federal can depend on several factors:

- Does the program need more concentrators to show a reasonable number of concentrators for the size of the program enrollment?
- Does the program need more concentrators to meet the expected performance level?
- Does the program need more nontraditional student concentrators to meet the expected performance level?

ICTEP Participation Information

The Individualized Career and Technical Education Plan (ICTEP) is required for each CTE student who is reported as a member of a special population category and who is receiving special services in order to succeed in his/her CTE program. In the event a student is eligible in more than one category, select the one that most appropriately defines the need for services. An acceptable ICTEP is a written plan that specifies the following:

- Eligible category in which services are provided to this student
- Student's goals, strengths, and weaknesses
- Services required to reach those goals
- Person or agency assigned to provide the service and
- Student's performance level after receiving the services.

Sample services/modifications/accommodations for ICTEP students include the following: smaller classes, modified classroom or equipment, tutoring services, alternative assessment instruments or strategies, and/or additional time for completion of tests and assignments.

Concentrator Success Information

Attain at least 80% – Identifies with a “yes” or a “no” answer whether the student attained at least 80% of the total program standards

Assessment Method – Identifies with a “standard record” or “state assessment” answer the method used to determine the percentage of total program standards attained for this concentrator.

Leave Code – Identifies with an “expelled”, “absence”, “drop out”, “graduated”, or “still enrolled” answer whether a student has left school or is still enrolled.

Note: Students who are still enrolled are not included in the performance measures calculations, but remain “stored” in the CTE database until the school changes the concentrator's leave code. This list “rolls over” each year to be available at the start of a new reporting period. Schools can save time by reviewing the list of “still enrolled” concentrators each year and changing the leave codes to match the student's current status. As soon as the concentrator record has an “expelled”, “absence”, “drop out”, or “graduated” code, the concentrator record appears on the list of concentrators to be included in the current year performance measures and disappears from the “still enrolled” list of concentrators.

Name of Test – Identified as an “industry-recognized assessment,” “nationally validated test bank,” or “alternative assessment”. This identifies how the concentrator was assessed to measure whether the student attained at least 80% of the total program standards. As Arizona endorses specific industry-validated assessments for CTE programs, they will appear as possible answers in this item.

Concentrator Report Information

Concentrator Report Completed Data – The date the record is submitted is entered automatically by the system in the format MM/DD/YYYY, e.g. 05/16/2006. This is a read-only field.

Submit – Clicking on the submit button sends the information from the school's data entry computer to the CTE online database. Messages regarding any errors in the concentrator record will be returned immediately to the school's data-entry computer. Possible errors include blanks in required fields (e.g. Student first and last name is required) or invalid values in required fields. If no errors are detected, a "There were no errors saving this record" message appears prompting the data entry computer to click the "finish" button for the concentrator record. After clicking "finish," the concentrator record appears on the list of concentrators and is available to view, modify, or delete.

Process for Reporting CTE Concentrator Information

Choose method of submitting concentrator information:

- Online
- Text file

The process for reporting concentrators online begins on the next page. The process for reporting concentrators in a text file follows.

Process for Online Concentrator Reports

Step 1 Access the online system <http://www.ade.az.gov/PerfMeasures/splash.asp>. The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. Online user manuals for login and for entering concentrator records and are found at <http://www.ade.az.gov/cte/DIG/> “Logging into the System” and “Adding a New Concentrator.”

Step 2 Select the Concentrator on the left side of the page.

The screenshot shows the 'Arizona Department of Education Internet Data Submission Application' web interface. On the left sidebar, the 'Concentrator' link is highlighted with a red circle. The main content area is titled 'Select the School You want to work on' and contains a form with two dropdown menus: 'Choose a School' and 'OR Select a CTDS'. A 'Go' button is located below the form. The browser window is titled 'Career & Technical Education Web Site - Microsoft Internet Explorer' and the address bar shows 'http://www.ade.az.gov/PerfMeasures/framemanager.asp'.

Step 3 Choose a school either by name from the drop down box or select a school CTDS from the drop down box. Every task during the login session will apply to this selected school, unless another school is selected.

Step 4 Confirm the system has responded with the school selected by checking the name in the upper left hand corner. If the selected school is incorrect, use either the “Click Here to Change” link or the “back” button to return to the school selection screen.

The screenshot shows a Microsoft Internet Explorer browser window titled "Career & Technical Education Web Site - Microsoft Internet Explorer". The address bar shows the URL "http://www.ade.az.gov/PerfMeasures/framemanager.asp". The page header includes the Arizona Department of Education logo and the text "Arizona Department of Education Internet Data Submission Application". Below the header, it says "Editing School : SAMPLE SCHOOL" and provides a "Click Here to Change" link. The main content area is titled "Concentrator Fiscal Year Selection" and contains a table titled "Listing of Fiscal Years". The table has a single column "Fiscal Year" with links for each year from 2007 to 2000. Below the table is a "< Back" button. At the bottom, there is a "Definition of a Program Concentrator:" section with two criteria for students.

Arizona Department of Education

Internet Data Submission Application

Editing School : SAMPLE SCHOOL
[Click Here to Change](#)

Concentrator Fiscal Year Selection

Fiscal Year
2007 Graduates
2006 Graduates
2005 Graduates
2004 Graduates
2003 Graduates
2002 Graduates
2001 Graduates
2000 Graduates

[< Back](#)

Definition of a Program Concentrator:

Student who:

1. Has transcribed three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR
2. Has transcribed two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State. In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

Step 5 To enter concentrator information, click on the current year at the top of the “Listing of Fiscal Years.”

Step 6 Check whether the school already has concentrator records entered as “still enrolled” from previous years, by clicking on the “Include only Students Still Enrolled” box and then clicking on Go. A new list of only students still enrolled will display. Be sure and check whether any students on this list have left high school this year. Change the leave code for any student who left because of graduation, dropping out, expulsion, or whose status is unknown. When the leave code is changed from “still enrolled,” the concentrator record moves to the concentrator list to be used in performance measures for the current year.

Career & Technical Education Web Site - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.ade.az.gov/PerfMeasures/framemanager.asp> Go Links

Arizona Department of Education
Internet Data Submission Application

2007 Secondary CTE Program Concentrator Report

☒ Include only Students Still Enrolled

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box will exclude all Still Enrolled students from this list.
All students have been sorted by Last Name (within their program). To sort by Program first and then Last Name within their program, click on the highlighted Program title, next to First Name.

When you are done entering all students, Click Here When Finished:

*****Legend*****
TP = Tech Prep
F/S = Federal/State Record Indicator
C? = Completer?
LC = Leave Code

Leave Code Values:
E1 Still in School
W3 Expelled
W4 Absence
W5 Dropout

Done Internet

Step 7 To see the concentrators that have left school and will be used in this year’s performance measures, uncheck the box and click on Go. A new list of concentrators with leave codes will display.

Step 8 To enter a concentrator record, click on “Click Here to Add.”

Arizona Department of Education
Internet Data Submission Application

Legend:
 TP = Tech Prep
 F/S = Federal/State Record Indicator
 C? = Completer?
 LC = Leave Code
Leave Code Values:
 E1 Still in School
 W3 Expelled
 W4 Absence
 W5 Dropout
 W7 Graduated
Delivery Methods:
 CP = Career Preparation course
 LVL = AZ VTE Levels I-II-III course
 This list Excludes all Still Enrolled Students

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL [Add New Record](#)

Last Name	First Name	Program	Number	TP	F/S	C?	LC	ICTEP	Action
Student	Joe	Allied Health Services	51.0800		S	Y	LVL	W7	NO View Modify Delete
Student	Joe	Accounting and Related Services	52.0300		F	Y	CP	W7	NO View Modify Delete

Click on Conc Report to add/view student concentrator and graduate information, including ICTEP participation and

Step 9 Select a program either by selecting a program name from the drop down box or select a program number from the drop down box. Click on the “Submit” button.

Arizona Department of Education
Internet Data Submission Application

Secondary CTE Program Concentrator Report

Concentrator Report Information

Choose a Program Description:

OR Select a Program Number:

Select the graduation Fiscal Year:

Click on Conc Report to add/view student concentrator and graduate information, including ICTEP participation and

Step 10 Enter data for the Student Information including name, birth date, gender, race, and SAIS ID. It is optional to enter data for the Social Security Number.

Step 11 Enter data for the ICTEP Participation information. The selection defaults to “Non-ICTEP” if no information is entered.

Step 12 Enter data for the Concentrator Success Information including attain at least 80%, assessment method, leave code, and name of test.

Concentrator Information			
CTDS	School Name		Fiscal Year
12-34-56-001	SAMPLE SCHOOL		2007
Program		Description	
46.0400		Construction Technologies	
Student Information			
Student Name (First, MI, Last)		<input type="text"/>	
Student Birthdate		<input type="text"/>	
Gender		<input type="text"/>	
Race		<input type="text"/>	
Leave Code		<input type="text"/>	
Student SSN (Voluntary)	<input type="text"/>	SAIS ID Number (Required)	<input type="text"/>
Confirm SSN	<input type="text"/>	Confirm SAIS ID	<input type="text"/>
ICTEP Participation Information			
At Graduation this student was receiving ICTEP services in category:			<input type="text" value="Economically Disadv"/>
Concentrator Success Information			
Attain at least 80%?	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Assessment Method 1 – Standard Record	<input checked="" type="radio"/> Yes <input type="radio"/> No		
Assessment Method 2 - State Assessment	<input type="radio"/> Yes <input checked="" type="radio"/> No		
Assessment Type 1	<input type="text"/>		
Assessment Type 2	<input type="text"/>		
Concentrator Report Information			
Concentrator Report Completed Date	<input type="text" value="04/09/2007"/>		

You must hit the submit button to save any changes made

Step 13 Click on the Submit button to save the data.

Step 14 Check for error messages, such as the sample message below.

Concentrator Information			
CTDS	School Name		Fiscal Year
12-34-56-001	SAMPLE SCHOOL		2007
Program		Description	
48.0500		Welding Technology	
Student Information			
Student Name (First, MI, Last)	Jill	Student	
Student Birthdate	08/10/1989		
Gender	Female ▼		
Race	White ▼		
Leave Code	Graduated ▼		
Student SAIS Id Number must be provided.			
Student SSN (Voluntary)		SAIS ID Number (Mandatory)	
Confirm SSN		Confirm SAIS ID	
ICTEP Participation Information			
At Graduation this student was receiving ICTEP services in category:			Economically Disadvantaged ▼
Concentrator Success Information			
Attain at least 80%?	Yes <input checked="" type="radio"/>		No <input type="radio"/>
Assessment Method 1 – Standard Record	Yes <input checked="" type="radio"/>		No <input type="radio"/>
Assessment Method 2 - State Assessment	Yes <input type="radio"/>		No <input checked="" type="radio"/>
Assessment Type 1	▼		
Assessment Type 2	▼		
Concentrator Report Information			
Concentrator Report Completed Date	04/09/2007		

You must hit the submit button to save any changes made

Submit	Cancel
--------	--------


Correct any errors and repeat Step 13 by clicking on the Submit button.

Step 15 Click on Finish if there are no errors in the concentrator record. The record will be added to the database, the student name will appear on the concentrator list, and the information can be viewed or modified on the concentrator record.

Concentrator Report	
There were no errors saving this record.	Finish

Step 16 Add additional concentrator records for all programs at this school. The summary page (concentrator list) will continue to grow as concentrator records are added. Concentrator records can be entered in any order. The list will automatically sort concentrator records by the CTE program CIP number, starting with the lower CIP.


Note: It is possible to sort the concentrator list by student name if needed, which is helpful in searching for duplicate concentrator records. Looking at duplicates is helpful to see which record is set to federal or state for any concentrator with more than one record. Sort the list by student name by clicking on the Last Name column.



Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL										Click Here to Add		
Last Name	First Name	Program	Number	TP	F/S	C?	LC	ICTEP	Action			
Kerwin	Donna	Graphic Communications	10.0300		F		W7	NO	View	Modify	Delete	
Lane	Nathan	Fire Science	43.0200		F		W3	NO	View	Modify	Delete	

This will sort the concentrator list alphabetically by last name.

The list can be sorted back into CTE programs by clicking on the Program column.



Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL										Click Here to Add		
Last Name	First Name	Program	Number	TP	F/S	C?	LC	ICTEP	Action			
Kerwin	Donna	Graphic Communications	10.0300		F		W7	NO	View	Modify	Delete	
Lane	Nathan	Fire Science	43.0200		F		W3	NO	View	Modify	Delete	
Student	Jack	Construction Technologies	46.0400		F		W7	NO	View	Modify	Delete	
Student	Joe	Fire Science	43.0200		F		W5	AC	View	Modify	Delete	
Student	Joe	Construction Technologies	46.0400		S		W7	NO	View	Modify	Delete	

Step 17 When done modifying/adding all students, click the Finish button below the text “Click Here When Finished”.

☐ Include only Students Still Enrolled

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box will exclude all Still Enrolled students from this list.

All students have been sorted by Last Name (within their program). To sort by Program first and then Last Name within their program, click on the highlighted Program title, next to First Name.

**When you are done entering all students,
Click Here When Finished:**



*****Legend*****


TP = Tech Prep

F/S = Federal/State Record Indicator

C? = Completer?

LC = Leave Code

This list Excludes all Still Enrolled Students

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL										 Click Here to Add		
Last Name	First Name	Program	Number	TP	F/S	C?	LC	ICTEP	Action			
Kerwin	Donna	Graphic Communications	10.0300		F		W7	NO	View	Modify	Delete	

Clicking the “Finish” button will cause the programs in the school’s current year course enrollment to be compared to programs in the concentrator list.

If the comparison shows that all CTE programs at this school have either concentrators or a zero concentrator report, an email is sent to the CTE inbox screen. This screen message will appear on the computer:

2007 Concentrators:

Your Concentrator Report data entry is complete.

**An e-mail has been sent to Career and Technical Education at
CTEDataCollection@azed.gov regarding the completion of your 2007
Secondary CTE Program Concentrator Reports.**

No further action is needed, however, you may continue to add or modify concentrators and Zero Concentrator reports. The “Click Here When Finished” button is a reminder button and can be used as often as needed. It is a tool to let schools and districts know if they are missing any programs in their concentrator reporting for which there is course enrollment.

Step 18 If the comparison shows that any program is missing concentrator information and does not have a zero concentrator report, a message page will appear.

The message page lists programs missing required concentrator reports. Either

- Click on the “Next” button at the bottom of the message to return to the

- concentrator list and Enter data for the missing concentrator records or
- Click on “Zero Concentrators” in the left margin and enter a Zero Concentrator Report, as appropriate to the circumstances of each program.

2007 Concentrators/Zero Concentrators are missing for the following programs:

For 12-34-56-001 Sample High School	
Program CIP	Program Description
510800	Allied Health Services
520200	Business Mgmt & Admin Services
131220	Early Childhood Education
131210	Education Professions
151200	Information Technology
430100	Law Public Safety and Security
521800	Marketing Management and Entrepreneurship
511600	Nursing Services
100200	Audiovisual Technology

2007 Course Enrollment was received by CTE for the programs listed above. Please either:

- click on the "Next" button at the bottom of this message to return to the concentrator list and enter the the missing concentrator records or
- click on “Zero Concentrators” in the left margin and enter a Zero Concentrator Report, whichever is appropriate to the circumstances of each program.

This step must be completed for each program to comply with the required reporting of concentrator performance information.

[Next >>](#)

Note: The missing reports must be filed for each program to comply with the required reporting of concentrator performance information. A program becomes ineligible for funding if it fails to participate in the required concentrator reporting.

The message page provides additional information by listing any programs with no concentrators identified. If all programs have at least one concentrator identified, this list does not appear on the message page.

Identifying programs that are missing concentrators promotes awareness that these programs have zero performance on performance measure 2S1 for Technical Skill Attainment in the current year unless concentrators are identified before the April 15 reporting deadline. If no concentrators are identified in the current year, the program will have zero performance on performance measure 5S1 Secondary Placement next year. Such conditions can affect program approvals.

Entering Duplicate Concentrator Records

Many schools have students who earn enough Carnegie Units/Credits to be a concentrator in more than one CTE program. It is possible to enter duplicate concentrator records for the same student, although only one concentrator record for each student is ever used in performance measures calculations. A concentrator record entered for a student is always set as the “federal” record to be counted in the performance measures calculations. When a duplicate concentrator record is entered, a message screen appears identifying the duplicate record and asking for a designation of the federal record by choosing between:

- Setting the duplicate concentrator record as the federal record
- Setting the duplicate concentrator record as a state record

2007 Secondary CTE Program Concentrator Report

Joe Student already has an existing record. Before we can add **Joe Student** in new program **Graphic Communications**, please choose one of the following :

<input type="radio"/>	Set Graphic Communications as Federal record.
<input type="radio"/>	Set Graphic Communications as State record.

You must hit the submit button to save any changes made

Cancel	Submit
--------	--------

Concentrator Information		
CTDS	School Name	Fiscal Year
12-34-56-001	SAMPLE SCHOOL	2007
Program		Description
10.0300		Graphic Communications
Student Information		
Student Name (First, MI, Last)	Joe	Student

State records are used only in state placement funding calculations when the placement is related to the concentrator’s high school CTE program of study. A related placement is one that directly uses or builds on the occupational standards acquired in the student’s high school CTE program.

When the placement information is entered on the state record and there is no placement information on the federal record, the federal record automatically records the same type of placement (e.g. education, military or employment) as the state record. The federal record will count this placement in the performance measures calculations. The federal record designates the placement as not related to the concentrator’s high school CTE program.

Choosing Between Identifying Concentrators as Federal or State Records

Choosing whether the duplicate concentrator record should be identified as federal is done by the school or district entering the information. The choice can depend on several factors:

- Does the program need more concentrators to show a reasonable number of concentrators for the size of the program enrollment?
- Does the program need more concentrators to meet the expected performance level?
- Does the program need more nontraditional student concentrators to meet the expected performance level?

The Federal/State indicator appears as a column on the concentrator list.

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL										+ Add New Record		
Last Name	First Name	Program	Number	TP	F/S	C?	DM	LC	ICTEP	Action		
Student	Joe	Graphic Communications	10.0300		S	Y	LVL	W7	NO	View	Modify	Delete
Student	Joe	Allied Health Services	51.0800		S	Y	LVL	W7	NO	View	Modify	Delete
Student	Joe	Accounting and Related Services	52.0300		F	Y	CP	W7	NO	View	Modify	Delete

Process for Text File Concentrator Reports

Step 1 Acquire text file layout definitions for concentrator files at:
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CTEConcentrator.asp>.

Submitting data in text files requires the correct record format so local district information loads without errors into the ADE CTE Performance Measures Database.

Step 2 Review the text file layout definitions to determine whether the school or district data can meet the requirements.

Step 3 Inform CTE of the intention to submit text files. Since the local process of extracting or compiling concentrator information often requires coordinating between CTE staff and local Information Technology or MIS personnel, districts are encouraged to access the CTE Section GMIS staff for technical assistance well before the April 15 reporting deadline. Letters are sent annually in February or March to prospective districts intending to submit text files.

Step 4 Create the concentrator text file.

Step 5 By early June, include the school name in the subject line and email the concentrator file to ADE CTE at: CTEDataCollection@azed.gov.

Step 6 ADE CTE logs the receipt of the concentrator file and processes the file.

Step 7 ADE CTE sends a confirmation email informing the school or district of the number of valid concentrator records successfully loaded to CTE database and notes any errors.

Step 8 CTE faxes a concentrator error report to school or district. Error reports are generated if records in the text files do not load completely. These errors must be corrected and the text files re-formatted at the local school or district, re-sent to CTE, and re-loaded into the ADE CTE Performance Measures Database. Since this often involves discussions with local IT or MIS personnel, it is important that local staff is available and accessible during this phase and have not left for the summer break.

Step 9 Once all valid records are loaded, access the online system <http://www.ade.az.gov/PerfMeasures/splash.asp>.

The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online user manual for login is found at <http://www.ade.az.gov/cte/DIG/> under "Logging into the System."

Step 10 Select “Concentrator” on the left side of the page.

Arizona Department of Education

Internet Data Submission Application

Home Exit

Select the School You want to work on

Career and Technical Education

Choose a School -Select a School-

OR Select a CTDS -OR Select a CTDS-

Go

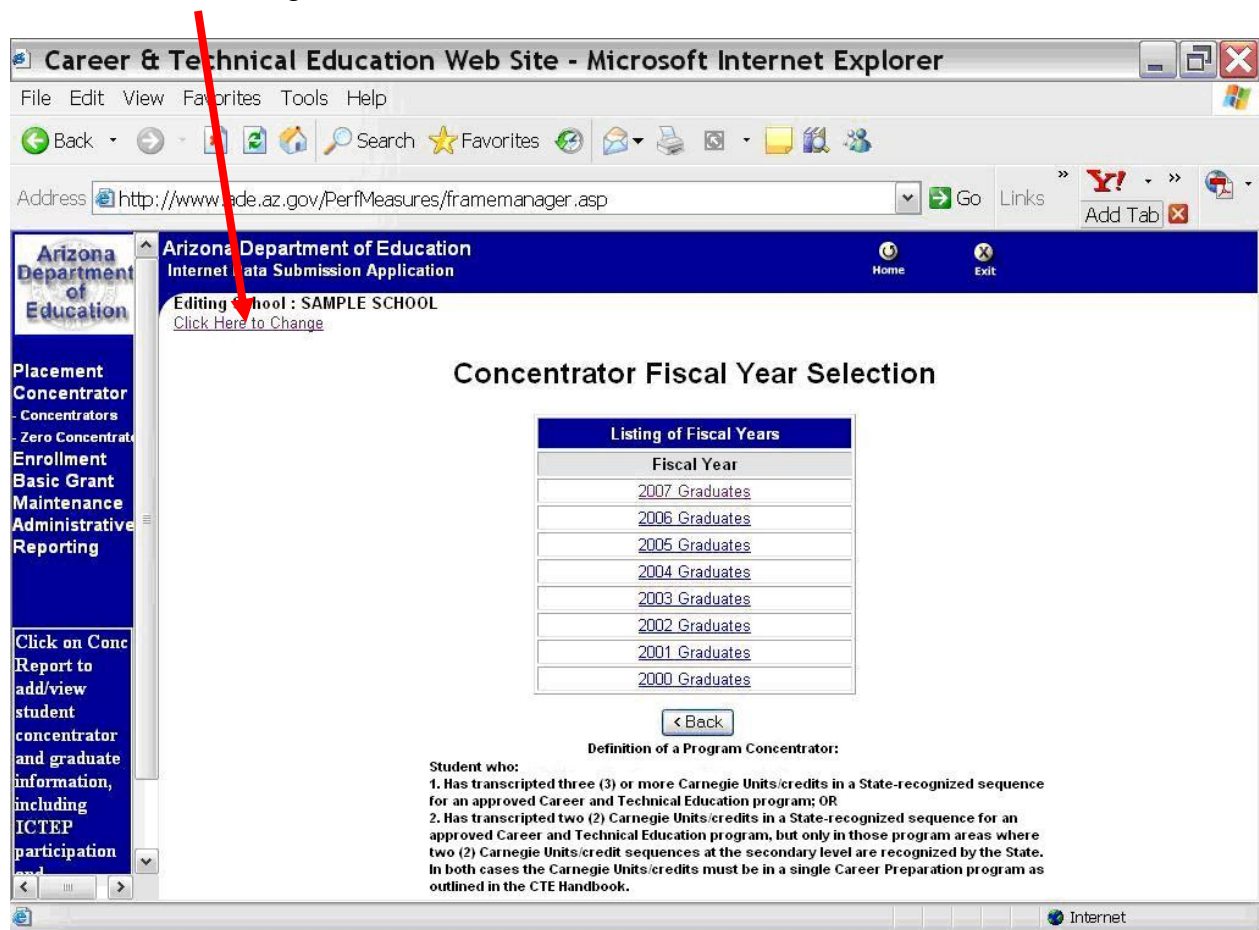
Click on Conc
Report to
add/view
student
concentrator
and graduate
information,
including
ICTEP
participation
and

http://www.ade.az.gov/PerfMeasures/FiscalYear.asp?Form=Concentrator&AppNbr=4

Internet

Step 11 Choose a school either by name from the drop down box or select a school CTDS from the drop down box. Every task during the login session will apply to this selected school, unless another school is selected.

Step 12 Confirm the system has responded with the school selected by checking the name in the upper left hand corner. If the selected school is incorrect, use either the “Click Here to Change” link or the “back” button to return to the school selection screen.



Step 13 Click on the current year at the top of the “Listing of Fiscal Years.”

Step 14 Check for programs that are missing concentrators. Click the “Finish” button below the text “Click Here When Finished”. The online tool for identifying missing concentrators and/or zero concentrator reports is available immediately when valid concentrator records are loaded into the online system. The district’s concentrator information is expected to be accurate and complete by the April 15 reporting deadline.

☐ Include only Students Still Enrolled

Check this box to include students still enrolled (not graduated yet) in this list. Not checking this box will exclude all Still Enrolled students from this list.

All students have been sorted by Last Name (within their program). To sort by Program first and then Last Name within their program, click on the highlighted Program title, next to First Name.

**When you are done entering all students,
Click Here When Finished:**



*****Legend*****


TP = Tech Prep

F/S = Federal/State Record Indicator

C? = Completer?

LC = Leave Code

This list Excludes all Still Enrolled Students

Concentrator Reports for 12-34-56-001 - SAMPLE SCHOOL											 Click Here to Add	
Last Name	First Name	Program	Number	TP	F/S	C?	LC	ICTEP	Action			
Kerwin	Donna	Graphic Communications	10.0300		F		W7	NO	View	Modify	Delete	

Clicking the “Finish” button will cause the programs in the school’s current year course enrollment to be compared to programs in the concentrator list.

If the comparison shows that all CTE programs at this school have either concentrators or a zero concentrator report, an email is sent to the CTE inbox screen. This screen message will appear on the computer for the correct year. For example, in 2007 this message would appear:

2007 Concentrators:

Your Concentrator Report data entry is complete.

**An e-mail has been sent to Career and Technical Education at
CTEDataCollection@azed.gov regarding the completion of your 2007
Secondary CTE Program Concentrator Reports.**

No further action is needed. Data entry may continue to add or modify concentrators and Zero Concentrator Reports, even though the initial list was added with a text file. The school or district can continue to add, modify or delete files using the online system until the reporting deadline of April 15.

The “Finish” button is a reminder button and can be used as often as needed. It is a tool to let schools and districts know if they are missing any programs in their concentrator reporting for which there is course enrollment.

Step 15 If the comparison shows that any program is missing concentrator information and does not have a zero concentrator report, a message page will appear. The message page lists programs missing required concentrator reports. Either:

- Click on the “Next” button at the bottom of the message to return to the concentrator list and Enter data for the missing concentrator records or
- Click on “Zero Concentrators” in the left margin and enter a Zero Concentrator Report, as appropriate to the circumstances of each program.

2007 Concentrators/Zero Concentrators are missing for the following programs:

For 12-34-56-001 Sample High School	
Program CIP	Program Description
510800	Allied Health Services
520200	Business Mgmt & Admin Services
131210	Early Childhood Education
131200	Education Professions
151200	Information Technology
430100	Law Public Safety and Security
521800	Marketing Management and Entrepreneurship
511600	Nursing Services
100200	Audiovisual Technology

2007 Course Enrollment was received by CTE for the programs listed above. Please either:

- Click on the "Next" button at the bottom of this message to return to the concentrator list and enter the the missing concentrator records or
- Click on “Zero Concentrators” in the left margin and enter a Zero Concentrator Report, whichever is appropriate to the circumstances of each program.

This step must be completed for each program to comply with the required reporting of concentrator performance information.

Note: The missing reports must be filed for each program to comply with the required reporting of concentrator performance information. Failing to participate in the required concentrator reporting process results in a program becoming ineligible for funding.

The message page provides additional information by listing any programs with no concentrators identified. If all programs have at least one concentrator identified, this list does not appear on the message page.

Identifying programs that are missing concentrators promotes awareness that these programs have zero performance on performance measure 2S1 for Technical Skill Attainment in the current year unless concentrators are identified before the April 15 reporting deadline. If no concentrators are identified in the current year, the program will have zero performance on performance measure 5S1 Secondary Placement next year. Such conditions can affect program approvals.

PLACEMENT REPORTING OVERVIEW

Policy Citations

Carl D. Perkins Career and Technical Education Act of 2006 Section 113(b)(4)(C)(i-iv) requires local education agencies receiving funding to report disaggregated enrollment and performance data to the state/eligible agency.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 113(4)(c) requires eligible recipients to report prepare and submit data regarding the progress of such recipient in achieving the performance levels of core indicators.

Carl D. Perkins Career and Technical Education Act of 2006 Section 122(c)(13)The state agency must ensure that the data reported from local agencies are complete, accurate, and reliable.

Carl D. Perkins Career and Technical Education Act of 2006 Sections 134(b)(6) "...support Career and Technical Education programs that provide services and activities that are of sufficient size, scope and quality to bring about improvement..."

April 23, 2007 Arizona Transition Plan for the Carl D. Perkins Career and Technical Education Act of 2006 page 57 states that the secondary concentrators who are enrolled in postsecondary education, employed and/or serving in the military will be surveyed during the second quarter (October- December) following graduation in that reporting year.

EDGAR 34 CFR 80.40 requires that states monitor and report program performance.

Annual Arizona Appropriation Bill describes the intention of the Arizona legislature to fund the Career and Technical Education State Block Grant. This funding occurs through general appropriations for supplemental funding linked to numbers of pupils in such programs and to numbers of program concentrators who enter jobs in fields directly related to their high school CTE program.

Basic Grant Affirmation Affidavit Program and Fiscal Assurance Number 5: Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collections activities, monitoring, and reporting requirements.

Basic Grant Affirmation Affidavit Accountability Assurances: Failure by the LEA to make a good faith effort ... to submit accurate data reports on a timely basis or will risk an interruption or possible loss of all Career and Technical funding (State and Federal).

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) emphasizes state and local accountability. It establishes comparable student definitions and measurements for all CTE programs. Perkins IV legislation is based on expectations that student performance will improve each year. This improvement is expected in five core areas of emphasis, including:

- Academic attainment
- Technical skill attainment
- Graduation rate
- Placement rate and
- Participation and completion of nontraditional programs

The State Board of Education approved a state accountability system that measures CTE program performance using a series of performance measures. The performance measures are based on the expectation that all programs have concentrators and placements on an annual basis. This expectation is derived from the 2006 Perkins IV Section 134(b)(6) that a program be “of sufficient size, scope and quality to bring about improvement”.

The Arizona CTE performance measures are published annually in the **Secondary Guidelines for Performance Measures and Program Evaluation** at <http://www.ade.az.gov/cte/DIG/>. The expected performance level for each measure is negotiated annually with the Office of Vocational and Adult Education (OVAE).

This section of the Handbook is designed to help schools and districts:

- Collect and organize placement data and
- Report placement records

All CTE placement reporting is submitted electronically. There are two methods of electronic submission including:

- Email attachment to CTEDataCollection@azed.gov (file attachment must be in ASCII text format:
<http://www.ade.az.gov/cte/GrantsMIS/filelayout/CTEPlacement.asp>)
- Online Data Collection website: <http://www.ade.az.gov/PerfMeasures/splash.asp>

The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online data collection can be used to enter course enrollment, program enrollment, student concentrator and student placement data. Online user manuals for placement survey submissions are located at: <http://www.ade.az.gov/cte/DIG/>.

If you have questions, please contact the CTE Development and Innovations Section for assistance:

CTE Research Specialist	Steve Peterson	(602) 542-5357
Secondary Accountability Specialist	Penny Legge	(602) 364-2470

Or contact the CTE Grants Management Information Systems Section:

Information Technology Specialist	Donna Kerwin	(602) 542-7881
Education Program Specialist	Steve Saline	(602) 542-5566
Administrative Services Officer	Jet Wilson	(602) 542-5486
Enrollment Specialist	Della Hofer	(602) 542-5711

PLACEMENT REPORTING

High schools report CTE placement data to the ADE annually. The **Placement Report** is a report initially submitted by April 15 with corrections due at the end of the school year by June 22. This report includes names and other relevant information for:

- CTE concentrators reported as high school graduates on June 22 the previous year
- Active programs listed in a school's Program Profile Table or inactivated programs that have an Inactive date of April for the previous year (a school's Program Profile Table is accessed on the ADE CTE website at <http://www.ade.az.gov/PerfMeasures/splash.asp>)
- Students with fewer than two Carnegie credits/units (CTE samplers) in a CTE program

Note: In September 2000 the Arizona State Board of Education recommended removing high school students with only one Carnegie Unit/credit (samplers) from the state placement funding. In February 2001, the Advisory Committee to the State Board for CTE approved a motion to discontinue funding for course samplers for the graduating class 2001. When the legislature approves the recommendation, these students will no longer earn state placement funding. As of the publication date for this Handbook, such placements are earned at .05 of the rate of a program concentrator.

The placement information is the data used to calculate local and state performance on the Arizona Performance Measure 5S1 Secondary Placement. Reported placement information includes:

- Unique county, school type, district, and school number (CTDS)*
- Name of School*
- Fiscal Year*
- Classification of Instructional Program (CIP) program number*
- Student's name*
- Student's birth date*
- Gender*
- Student's address
- Designation of student as a concentrator* or sampler
- Contact Type
- Leave Code*
- Federal/State record indicator
- ICTEP Participation Information**
- Religious Mission Information
- Placement Information for School/Apprenticeship, Military or Employment
- Who Completed the Survey Form

NOTE: Fields marked with * are automatically copied from the federal concentrator record submitted the previous year. If a new duplicate placement record is added for a student with an existing record, these fields must be entered on the new placement

record. If a new sampler record is added for a student who does not have a concentrator record, these fields must be entered on the placement record.

Additional information for students reported in employment placements includes phone number, fax number, and the name of the supervisor.

Values for Placement Reporting Elements

CTDS – The CTDS number (County Code, Type Code, District Code, and School) is a unique number assigned by the state and can be obtained from the ADE web site's school search at <http://www.ade.az.gov/edd/>. The number must be accurate to ensure data is correctly credited to the school when either funding or performance results are calculated. A complete list of the CTDS numbers participating in CTE reporting as of the publication date for this Handbook can be found in the section CTDS Numbers.

Name of School – The name of the school assigned the reported CTDS number.

Classification of Instructional Program (CIP) Program Number – This is the U.S. Department of Education's uniform numbering and classification system of educational programs. Six-digit CIP program numbers for all Arizona CTE programs can be found in the section "CTE Program List."

Fiscal Year – Refers to the July 1 through June 30 fiscal year reporting period, e.g. July 1, 2007 through June 30, 2008 is referred to as FY 2008.

Demographic Information

Student Name – The first name, middle initial, and last name of the student. The middle initial is optional. This information is copied automatically from the concentrator record entered the previous year. This information must be entered for new duplicate placement records. This information must be entered for new sampler records.

Student Birth Date – The month, date, and year of the student's birth reported in the format MM/DD/YYYY, e.g. 08/16/1988. Only years in the range 1993 – 1985 are considered valid birth years for concentrators at the time this Handbook is published. This information is copied automatically from the concentrator record entered the previous year. This information must be entered for samplers.

Gender – Identifies the concentrator as male or female. This information is copied automatically from the concentrator record entered the previous year. This information must be entered for samplers.

Address – The verifiable street, city, state and zip code address in the event the placement information is reviewed for monitoring or accuracy purposes. General Delivery and names of cross streets are not considered valid addresses for this purpose. Addresses are required for student contact information and employer contact information if the student is reported to be employed.

Phone – The verifiable student contact phone number in the event the placement information is reviewed for monitoring or accuracy purposes.

Student Type – Identifies the student as a concentrator or a sampler. Only concentrators are counted in the Performance Measure 5S1 Placement calculations. Concentrators and samplers are only used in state funding for related placements. This Student Type information is copied automatically from the concentrator record entered the previous year. This information must be entered for samplers.

Contact Type – Identifies, by selecting the answer “in person,” “mail,” “phone,” or “other,” how the placement survey information was collected. If “other” is selected, the type of contact must be explained in the “If OTHER please specify” text box.

Leave Code – Identifies the student as graduating the previous year. Placement is only reported for high school graduates. This information is copied automatically from the concentrator record entered the previous year. This information must be entered for samplers.

Federal/State Record Indicator – The first concentrator record entered for a student, or any duplicate concentrator record identified by the school as the “federal” record, is included in the Performance Measure 5S1 Placement calculations. Any duplicate concentrator records entered for the same student are designated “state” records. State records are used only in state placement funding calculations when the placement is related to the concentrator’s high school CTE program of study.

ICTEP Participation Information

The Individualized Career and Technical Education Plan (ICTEP) is required for each CTE student who is reported as a member of a special population category and who is receiving special services in order to succeed in his/her CTE program. In the event a student is eligible in more than one category, select the one that most appropriately defines the need for services. An acceptable ICTEP is a written plan that specifies the following:

- Eligible category in which services are provided to this student
- Student’s goals, strengths, and weaknesses
- Services required to reach those goals
- Person or agency assigned to provide the service and
- Student’s performance level after receiving the services.

Sample services/modifications/accommodations for ICTEP students include the following: smaller classes, modified classroom or equipment, tutoring services, alternative assessment instruments or strategies, and/or additional time for completion of tests and assignments.

Religious Mission Information

Are you returning from a Religious Mission – Defaults to “No” if information is not entered. The “Yes” option allows schools to report placement for students who return after serving a one-year or a two-year period of time on a religious mission. If the “Yes” option is selected, the “What year did you graduate?” field must be answered in order to locate the student’s concentrator record. This information must be manually retrieved from the correct year in the database and the pertinent information copied to the new placement record in the current year database.

Placement Information

All high school CTE graduates are contacted in a follow-up survey in the second quarter following graduation to determine their current placement status. For a May graduate, the follow-up contact period occur between October through December. Placement records will be entered by April 15. No placement records are added after June 16. The student’s placement status at the time of contact is reported on the CTE placement survey. The placement survey reports three types of placement:

- School/Apprenticeship
- Military
- Employment

A student may be reported in as many placements as are applicable to the student’s circumstances at the time the student completes the survey.

Placement Report Information

Placement Survey Completed Data – The date the record is submitted is entered automatically by the system in the format MM/DD/YYYY, e.g. 04/12/2007. This is a **read-only** field.

Submit – Clicking on the submit button sends the information from the school’s data entry computer to the CTE online database. Messages regarding any errors in the placement record will be returned immediately to the school’s data-entry computer. Possible errors include blanks in required fields (e.g. Student first and last name is required) or invalid values in required fields. If no errors are detected, a “There were no errors saving this record” message appears prompting the data entry computer to click the “Finish” button for the concentrator record. After clicking “Finish,” the placement record appears on the list of placements and is available to view or modify.

Process for Reporting CTE Placement Surveys

Choose method of submitting concentrator information:

- Online
- Text file

The process for online reporting follows on the next page. The process for text file reporting follows.

Process for Online Placement Reports

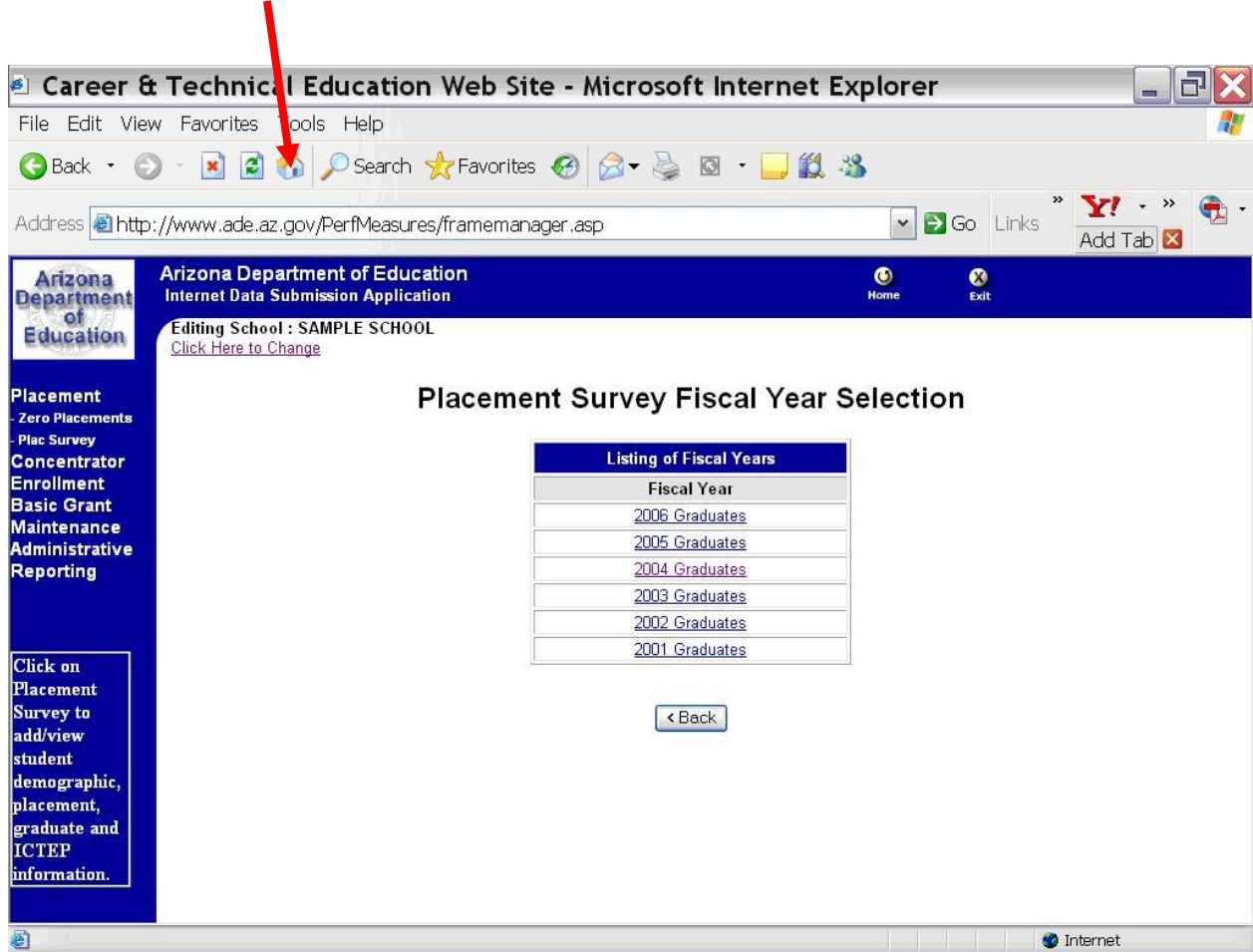
Step 1 Access the online system <http://www.ade.az.gov/PerfMeasures/splash.asp>. The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. Online user manuals for login and for entering placement records and are found at <http://www.ade.az.gov/cte/DIG/> "Logging into the System" and "Entering Placement Survey Info."

Step 2 Select "Placement" on the left side of the page.

The screenshot shows a Microsoft Internet Explorer window titled "Career & Technical Education Web Site - Microsoft Internet Explorer". The address bar shows the URL <http://www.ade.az.gov/PerfMeasures/framemanager.asp>. The page header is "Arizona Department of Education Internet Data Submission Application". The left sidebar is blue and contains the following links: "Placement", "Zero Placements", "Plac Survey", "Concentrator", "Enrollment", "Basic Grant", "Maintenance", "Administrative", and "Reporting". A red arrow points to the "Plac Survey" link. Below the sidebar, there is a box titled "Click on Placement Survey to add/view student demographic, placement, graduate and ICTEP information." The main content area is titled "Select the School You want to work on" and contains a form titled "Career and Technical Education". The form has two dropdown menus: "Choose a School" with the text "-Select a School-" and "OR Select a CTDS" with the text "-OR Select a CTDS-". A "Go" button is located below the form. The status bar at the bottom shows "Done" and "Internet".

Step 3 Choose a school either by name from the drop down box or select a school CTDS from the drop down box. Every task during the login session will apply to this selected school, unless another school is selected.

Step 4 Confirm the system has responded with the school selected by checking the name in the upper left hand corner. If the selected school is incorrect, use either the “Click Here to Change” link or the “back” button to return to the school selection screen.



Step 5 To enter placement survey information, click on the current year at the top of the listing of Fiscal Years.

Step 6 The list of placement records will appear. Click on either the “View” or “Modify” column of the record to view or modify an existing placement form.

2006 Graduate Placement Survey Forms

To complete Placement Information, click on Modify next to the appropriate Student Name.
Click here to Add to complete Placement Information for a student that does not appear in the listing.
 When the Placement information is complete, the current date will appear in the Updated box.

**When you are done entering all students,
 Click Here When Finished:**

Finish

Legend

TP = Tech Prep

F/S = Federal/State Record Indicator

C? = Completer?

Surveys for 12-34-56-001 - SAMPLE SCHOOL							+ Add New Record	
Last Name	First Name	Program	TP	F/S	C?	Action	Updated	
Legge	Penny	Accounting and Related Services		F	Y	View Modify	2/2/2007	
Roberts	Jeanne	Accounting and Related Services		F	Y	View Modify		

Step 7 To enter a new placement record, click on “Add New Record”

Surveys for 12-34-56-001 - SAMPLE SCHOOL							+ Add New Record	
Last Name	First Name	Program	TP	F/S	C?	Action	Updated	
Student	Joe	Accounting and Related Services		F	Y	View Modify	2/2/2007	
Student	Jill	Accounting and Related Services		F	Y	View Modify		

Step 8 Respond by clicking “Yes” to the message screen.

New Secondary CTE Program Graduate Placement Survey

You are going to Enter Placement Information When No Concentrator Information Exists.

Are you sure ?

Yes

No

Step 9 Select a program either by selecting a program name from the drop down box or select a program number from the drop down box. Click on the Submit button.

Career & Technical Education Web Site - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Reload Home Search Favorites RSS Feeds Print Mail

Address http://www.ade.az.gov/PerfMeasures/framemanager.asp Go Links Add Tab

Arizona Department of Education
Internet Data Submission Application

Home Exit

New Secondary CTE Program Graduate Placement Survey

Placement Survey Information	
Choose a Program Description	-Select a Program-
OR Select a Program Number	-OR Select a Program Number-
Select the graduation Fiscal Year	2006

Submit Cancel

Click on Placement Survey to add/view student demographic, placement, graduate and ICTEP information.

Done Internet

(continued on next page)

Step 10 Enter data for the Demographic Information section including name, gender, address, phone, student type, contact type, and leave code.

2006 Graduate Placement Survey Forms

Placement Information			
CTDS	School Name	Fiscal Year	
12-34-56-001	SAMPLE SCHOOL	2006	
Program		Description	
12.0400		Cosmetology	
Demographic Information			
Student Name (First, Last)		<input style="width: 100%;" type="text"/>	
Student Birthdate		<input style="width: 100%;" type="text"/>	
Gender		<input style="width: 100%;" type="text"/>	
Address		<input style="width: 100%;" type="text"/>	
Address Cont		<input style="width: 100%;" type="text"/>	
City		<input style="width: 100%;" type="text"/>	
State	<input style="width: 100%;" type="text" value="Arizona"/>	Zip	<input style="width: 100%;" type="text"/>
Phone (Optional)		<input style="width: 100%;" type="text"/>	
Student Type		<input style="width: 100%;" type="text" value="-Select Student Type-"/>	
Contact Type	<input style="width: 100%;" type="text" value="In Person"/>	If OTHER please specify	<input style="width: 100%;" type="text"/>
Leave Code	<input style="width: 100%;" type="text" value="Graduated"/>	SAIS ID Number	<input style="width: 100%;" type="text"/>

Step 11 Enter data for the ICTEP Participation Information section. The selection defaults to "Non-ICTEP" if no information is entered.

ICTEP Participation Information
At Graduation this student was receiving ICTEP services in category:

Step 12 Enter data for the religious mission information if applicable and Enter data for the graduation year. The selection defaults to "No" if no information is entered.

	No	Yes
Are You returning from a Religious Mission?	<input checked="" type="radio"/>	<input type="radio"/>
If Yes, What year did you graduate?	<input style="width: 100%;" type="text" value="-Select"/>	

Step 13 Enter data for the Placement Information section, selecting all answers that are applicable to the student's situation. For School/Apprenticeship answer both questions. The selection defaults to "No" if no information is entered.

If the student is enrolled, select the name of the school from the drop down box. If the name is not in the drop down box, type it in the space provided.

Placement Information (Please check all that apply)		
School/Apprenticeship		
	No	Yes
Are you enrolled in SCHOOL or enrolled in an APPRENTICESHIP PROGRAM?	<input checked="" type="radio"/>	<input type="radio"/>
Does your program of study relate to your high school CTE program?	<input checked="" type="radio"/>	<input type="radio"/>
Post Secondary School	<div>-Select a School-</div>	
If the School is not in the list, Type it in here	<input type="text"/>	

Step 14 For the Military section answer both questions. The selection defaults to "No" if no information is entered.

If the student is enlisted, select the name of the military branch from the drop down box.

Military		
	No	Yes
Are you in the MILITARY?	<input checked="" type="radio"/>	<input type="radio"/>
Does your job directly relate to the skills learned in the program listed above?	<input checked="" type="radio"/>	<input type="radio"/>
Military Branch	<div>-Select a Military Branch-</div>	

Step 15 For the employment section answer both questions. The selection defaults to “No” if no information is entered.

If the student is employed, enter data for the employer name and the verifiable street address of the employer in the event the placement information is reviewed for monitoring or accuracy purposes. General Delivery and names of cross streets are not considered valid addresses for this purpose. Employer phone, fax, and supervisor name are optional fields and remain blank if no information is entered.

Working		
	No	Yes
Are you WORKING?	<input checked="" type="radio"/>	<input type="radio"/>
Does your job directly relate to the skills learned in the program listed above?	<input checked="" type="radio"/>	<input type="radio"/>
Employer Name	<input type="text"/>	
Address	<input type="text"/>	
Address Cont	<input type="text"/>	
City	<input type="text"/>	
State/Province	Arizona	Zip <input type="text"/>
Phone (Optional)	<input type="text"/> (<input type="text"/>) <input type="text"/> - <input type="text"/>	
Fax (Optional)	<input type="text"/> (<input type="text"/>) <input type="text"/> - <input type="text"/>	
Supervisor Name (Optional)	<input type="text"/>	

Step 16 Enter data for the identity of the individual completing the survey form. If the answer is not “Family member” or “Graduate” type the identity in the space provided.

Form Completed By	
-Choose One- <input type="button" value="v"/>	If OTHER, please specify <input type="text"/>

Step 17 Click on Submit to add the record.

Placement Report Information	
Placement Report Completed Date	03/05/2007

You must hit the submit button to save any changes made

<input type="button" value="Submit"/>	<input type="button" value="Cancel"/>
---------------------------------------	---------------------------------------

Step 18 Check for error messages, such as the sample message below.

2006 Graduate Placement Survey Forms

Placement Information			
CTDS	School Name	Fiscal Year	
12-34-56-001	SAMPLE SCHOOL	2006	
Program		Description	
12.0400		Cosmetology	
Demographic Information			
Student Name (First, Last)		Joe	Student
Student Birthdate		08/10/1989	
Gender		Female	
The student's address must contain numbers!			
Address		one main street	
Address Cont			
City			
State	Arizona	Zip	85000

Correct any errors and repeat clicking on the Submit button.

Step 19 Click on Finish if there are no errors in the placement record. The record will be added to the database, the student name will appear on the placement list, and the information can be viewed or modified on the placement record.

Placement Survey	
There were no errors saving this record.	Finish

Step 20 Modify or add additional placement records for all programs at this school. The summary page (placement list) will continue to grow as placement records are added. Placement records can be entered in any order. The list will automatically sort placement records by the CTE program CIP number, starting with the lowest CIP.

Step 21 When done modifying/adding all students, click the “Finish” button below the text “Click Here When Finished”.

Clicking the “Finish” button will cause the programs in the school’s current year course enrollment to be compared to programs in the placement list.

If the comparison shows that all CTE programs at this school have either placements or a Zero Placement report, an email is sent to the CTE inbox screen. This screen message will appear on the computer:

2006 Placements:

Your Placement Survey Report data entry is complete.
An e-mail has been sent to Career and Technical Education at
CTEDataCollection@azed.gov regarding the completion of your 2006
Graduate Placement Reports.

No further action is needed. The data entry process may continue to add or modify placements and Zero Placement reports. The "Click Here When finished" button is a reminder button and can be used as often as needed. It is a tool to let schools and districts know if they are missing any programs in their placement reporting for which there is course enrollment.

Step 22 If the comparison shows that any program is missing placement information and does not have a Zero Concentrator Report, a message page will appear.

The message page lists programs missing required placement reports. Either:

- Click on the "Next" button at the bottom of the message to return to the placement list and Enter data for the missing placement records or
- Click on "Zero Placements" in the left margin and enter a Zero Placement Report, as appropriate to the circumstances of each program.

2006 Placements/Zero Placements are missing for the following programs:

For 12-34-56-001 – SAMPLE SCHOOL	
Program CIP	Program Description
510800	Allied Health Services
520200	Business Mgmt & Admin Services
131220	Early Childhood Education
151200	Information Technology
430100	Law Public Safety and Security
521800	Marketing Management and Entrepreneurship
511600	Nursing Services

2006 Course Enrollment was received by CTE for the programs listed above. Please either:

- Click on the "Next" button at the bottom of this message to return to the placement list and enter the missing placement records or
- Click on "Zero Placements" in the left margin and enter a Zero Placement Report, whichever is appropriate to the circumstances of each program.

This step must be completed for each program to comply with the required reporting of Placement Performance information.

Note: The missing reports must be filed for each program to comply with the required reporting of placement survey information. A program becomes ineligible for funding if it fails to participate in the required placement reporting.

The message page provides additional information by listing any programs with no concentrators identified. If all programs have at least one concentrator identified, this list does not appear on the message page.

Identifying programs that are missing concentrators promotes awareness that these programs have zero performance on Performance Measure 5S1 Placement. Such conditions can affect program approvals.

Only Federal Records for CTE Concentrators are used in Calculating Performance Measure 5S1 Placement

Both federal Performance Measure 5S1 Placement and state placement funding measure what happens to CTE students after they graduate from high school. The two measure placement differently, using different groups of students and slightly different definitions.

Performance Measure 5S1 only includes federal records of CTE program concentrators. The performance measure counts any placement in school, military, or work as successful performance. For this reason, always report placements, whether or not the placement is related to the student's high school CTE occupational standards.

State Funding uses Federal and State Records but applies only to Related Placements

State placement funding includes either federal or state records of CTE completers and concentrators. As long as the placement is directly related to the student's high school CTE Career Preparation program standards, the student's placement earns state funding for the school or district.

Entering Duplicate Placement Records

Many schools have students who earn enough Carnegie units/credits to be a concentrator in more than once CTE program. The federal placement record is always the same concentrator record identified as federal when the concentrator record was entered the previous year.

It is possible to enter duplicate placement records for the same student, although only one placement record for each student is ever used in the placement performance measure calculation. A duplicate placement record entered for the same student is always designated a "state" record. Only one placement record for each student is ever used in the state placement funding calculation. The federal performance measure placement record and the state placement funding record will be for the same student, but each may report a different CTE program.

When the placement information is entered on the state record and there is no placement information entered on the federal record, the federal record automatically records the same type of placement (e.g. education, military or employed) as the state record. The federal record will count this placement in the placement performance measure calculation. The federal record is marked as "No," not related to the concentrator's high school CTE program

The Federal/State indicator appears as a column on the placement list.

2006 Graduate Placement Survey Forms

To complete Placement Information, click on Modify next to the appropriate Student Name.
Click here to Add to complete Placement Information for a student that does not appear in the listing.
When the Placement information is complete, the current date will appear in the Updated box.

**When you are done entering all students,
Click Here When Finished:**

Finish

*****Legend*****

TP = Tech Prep

F/S = Federal/State Record Indicator

C? = Completer?

Surveys for 12-34-56-001 - SAMPLE SCHOOL						+ Add New Record	
Last Name	First Name	Program	TP	F/S	C?	Action	Updated
Student	Joe	Accounting and Related Services		F	Y	View Modify	2/2/2007
Student	Jill	Accounting and Related Services		F	Y	View Modify	
Student	Jack	Heavy Equipment Operation		F	Y	View Modify	

Process for Text File Placement Reports

Step 1 Acquire text file layout definitions for placement files at: <http://www.ade.az.gov/cte/GrantsMIS/filelayout/CTEPlacement.asp>.

Submitting data in text files requires the correct record format so local district information loads without errors into the ADE CTE Performance Measures Database.

Step 2 Review the text file layout definitions to determine whether the school or district data can meet the requirements.

Step 3 Inform CTE of the intention to submit text files. Since the local process of extracting or compiling placement information often requires coordinating between CTE staff and local Information Technology or MIS personnel, districts are encouraged to access the CTE Section GMIS staff for technical assistance well before the April 15 reporting deadline. Letters are sent annually in February or March to prospective districts intending to submit text files.

Step 4 Create the placement text file.

Step 5 By early June, include the school name in the subject line and email the placement file to ADE CTE at: CTEDataCollection@azed.gov.

Step 6 ADE CTE logs the receipt of the placement file and processes the file.

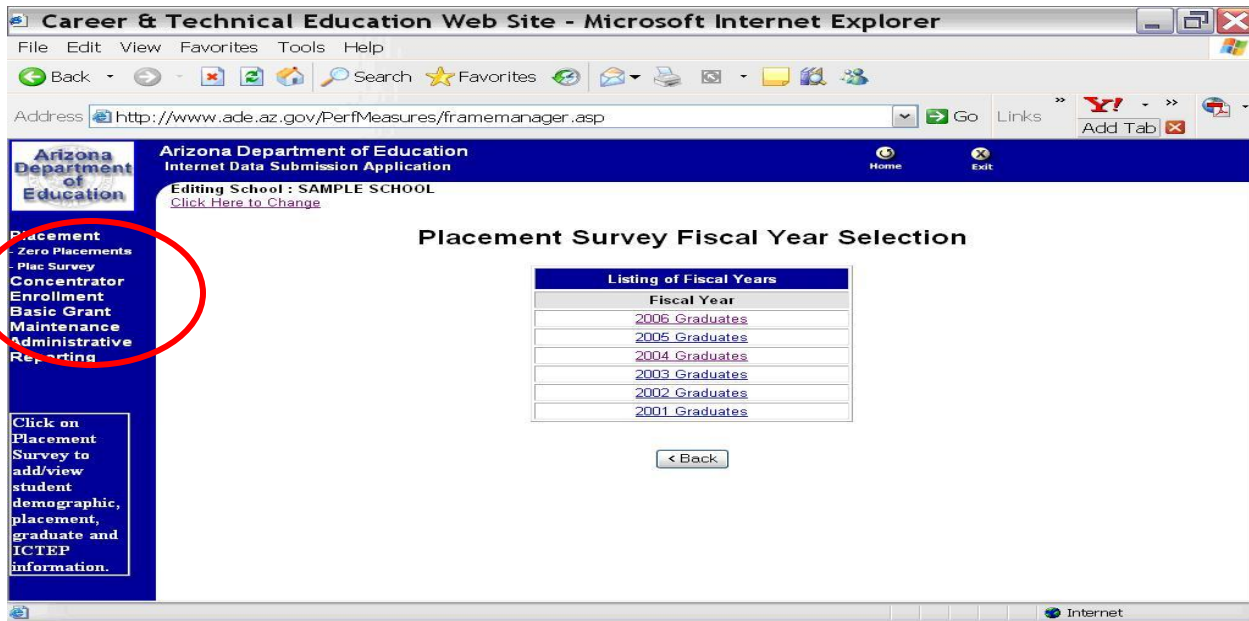
Step 7 ADE CTE sends a confirmation email informing the school or district of the number of valid placement records successfully loaded to CTE database and notes any errors.

Step 8 CTE faxes a placement error report to school or district. Error reports are generated if records in the text files do not load completely. These errors must be corrected and the text files re-formatted at the local school or district, re-sent to CTE, and re-loaded into the ADE CTE Performance Measures Database. Since this often involves discussions with local IT or MIS personnel, it is important that local staff is available and accessible during this phase and have not left for the summer break.

Step 9 Once all valid records are loaded, access the online system <http://www.ade.az.gov/PerfMeasures/splash.asp>.

The online system requires a district to Login with a unique CTE-assigned UserID and Password to the Performance Measures system. The online user manual for login is found at <http://www.ade.az.gov/cte/DIG> under "Logging into the System."

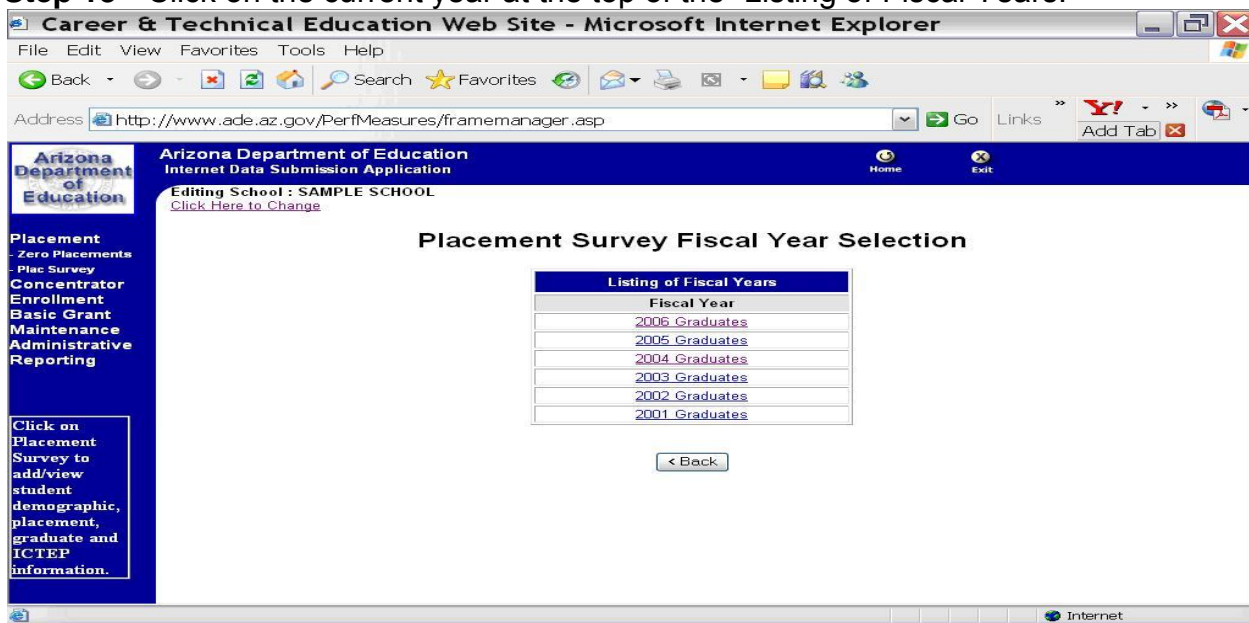
Step 10 Select “Placement,” then “Plac Survey” on the left side of the page.



Step 11 Choose a school either by name from the drop down box or select a school CTDS from the drop down box. Every task during the login session will apply to this selected school, unless another school is selected.

Step 12 Confirm the system has responded with the school selected by checking the name in the upper left hand corner. If the selected school is incorrect, use either the “Click Here to Change” link or the “back” button to return to the school selection screen.

Step 13 Click on the current year at the top of the “Listing of Fiscal Years.”



Step 14 Check for programs that are missing placements. **Click the Finish button** below the text “Click Here When Finished.” The online tool for identifying missing placements and/or zero placement reports is available immediately when valid placement records are loaded into the online system. The district’s placement information is expected to be accurate and complete by the April 15 reporting deadline.

2006 Graduate Placement Survey Forms

To complete Placement Information, click on Modify next to the appropriate Student Name.
Click here to Add to complete Placement Information for a student that does not appear in the listing.
 When the Placement information is complete, the current date will appear in the Updated box.

**When you are done entering all students,
 Click Here When Finished:**



Legend

TP = Tech Prep
 F/S = Federal/State Record Indicator
 C? = Completer?

Surveys for 12-34-56-001 - SAMPLE SCHOOL							+ Add New Record	
Last Name	First Name	Program	TP	F/S	C?	Action	Updated	
Student	Joe	Accounting and Related Services		F	Y	View Modify	2/2/2007	
Student	Jill	Accounting and Related Services		F	Y	View Modify		

Clicking the “Finish” button will cause the programs in the school’s current year course enrollment to be compared to programs in the placement list.

If the comparison shows that all CTE programs at this school have either placements or a Zero Placement Report, an email is sent to the CTE inbox screen. This screen message will appear on the computer for the correct year. For example, in 2006 this message would appear:

2006 Placements:

Your Placement Survey Report data entry is complete.
An e-mail has been sent to Career and Technical Education at
CTEDataCollection@azed.gov regarding the completion of your 2006
Graduate Placement Reports.

No further action is needed. Data entry may continue to add or modify placements and zero Placement Reports, even though the initial list was added with a text file. The school or districts can continue to add or modify records using the online system until the reporting deadline of April 15. The “Finish” button is a reminder button and can be used as often as needed. It is a tool to let schools and districts know if they are missing any programs in their placement reporting for which there is course enrollment.

Step 15 If the comparison shows that any program is missing placement information and does not have a Zero Placement Report, a message page will appear. The message page lists programs missing required placement reports. Either:

Click on the “Next” button at the bottom of the message to return to the placement list and Enter data for the missing placement records

or

Click on “Zero Placement” in the left margin and enter a Zero Placement Report, as appropriate to the circumstances of each program.

**2006 Placements/Zero Placements
are missing for the following programs:**

For 12-34-56-001 – SAMPLE SCHOOL	
Program CIP	Program Description
510800	Allied Health Services
520200	Business Mgmt & Admin Services
131220	Early Childhood Education
151200	Information Technology
430100	Law Public Safety and Security
521800	Marketing Management and Entrepreneurship
511600	Nursing Services

2006 Course Enrollment was received by CTE for the programs listed above. Please either:

- Click on the "Next" button at the bottom of this message to return to the placement list and enter the missing placement records or
- Click on “Zero Placements” in the left margin and enter a Zero Placement Report, whichever is appropriate to the circumstances of each program.

This step must be completed for each program to comply with the required reporting of Placement Performance information.

Note: The missing reports must be filed for each program to comply with the required reporting of placement performance information. Programs must participate in the required placement reporting process to remain eligible for funding.

PERFORMANCE MEASURES REPORTS

A variety of reports summarizing local performance on the Arizona Career and Technical Education Performance Measures are compiled annually from Concentrator and Placement reports. Samples of each report type are published each year in the **Secondary Guidelines for Performance Measures and Program Evaluation**.

Types of Secondary Performance Measures Reports

Report Type	Information Provided within Report	1) Where Report is Located 2) Multiple Data Category Options
<i>District Reports</i>		
Performance Measures Program Results Graph	Bar graph representation of local versus state-level performance broken down by program	1) Under Reporting – Results Graph 2) Broken down by District or School, Single Program or All Programs
Performance Measures Program Results	Text chart representation of local versus state-level performance broken down by program on the district level	1) Under Reporting – District Reports – Program Results 2) Broken down by District or School, Single Program or All Programs
School-Level Program Improvement Planning Summary	Program improvement issues identified based on district-compiled performance	1) Under Reporting – District Reports – Performance Measures Summary 2) Broken down by District or School, Single Program or All Programs
Performance Measures Summary for District Programs	Summary of Performance Measure attainment broken down by program	1) Under Reporting – District Reports – Performance Measures Summary 2) Broken down by District or School, Single Program or All Programs
School Program Performance Measures Results for All Student Groups	Breakdown of Performance Measure attainment by student group	1) Under Reporting – District Reports – Results for All Student Groups 2) Broken down by District or School, Single Program
Performance Measures School Program Results for Special Populations	Breakdown of Special Populations by gender	1) Under Reporting – District Reports – Special Population Results 2) Broken down by District or School, Single Program or All Programs or All Programs Rolled Up
Secondary Program Performance Profile (5-year report)	AIMS and Performance Measure results, broken down by special population and Concentrator enrollment	1) Under Reporting – District Reports – Program Performance Profile 2) Broken down by District or School, Single Program or All Programs
CTE District Data Snapshot	Concentrator data and AIMS performance data overview on the district level	1) Under Reporting – District Reports – District Data Snapshot 2) Broken down by District

State Reports		
Performance Measures Statewide Program Results	Text chart representation of local versus state-level performance broken down by program on the state level	1) Under Reporting – State Report – Program Results 2) Broken down by Program or Cluster
Statewide Measures Attainment Ranking	School ranking broken down by Performance Measure, grouped by State Adjusted Level of Performance and ranked by local performance	1) Under Reporting – State Report – State Rankings 2) Broken down by Program
Statewide Measures Attainment Ranking	School ranking broken down by Performance Measure, grouped by State Adjusted Level of Performance ranked by local performance for either a program or a cluster	1) Under Reporting – State Report – Statewide School Rankings 2) Broken down by Program or Cluster
Performance Measures Statewide Cluster Results for Race/Ethnicity	Statewide breakdown of race/ethnicity/gender	1) Under Reporting – State Report – Race/Ethnicity Results 2) Broken down by Program or Cluster
Performance Measures Statewide Program Results for Special Populations	Breakdown of Special Populations by gender	1) Under Reporting – State Report – Special Population Results 2) Broken down by Program or Cluster
CTE State Data Snapshot	Concentrator data and AIMS performance data overview on the state level	1) Under Reporting – State Report – Data Snapshot
<p>It is possible to study program performance at several levels. For example, you can study an individual program at a single school or compare the same program at every school, or a single program total compiled from all schools. Many reports look the same, but the totals change according to what is studied. To easily identify the unit of study for each printed report, use the symbol printed in the report title. These symbols are</p> <div style="display: flex; justify-content: space-around;"> <div> <p>▼ School Program</p> <p>≡ School</p> </div> <div> <p>◆ District Compiled Program</p> <p>● Whole District</p> </div> </div>		

Quick Instructions for Accessing Online Local Performance Reports

Access the ADE web page at: www.ade.az.gov

Click on **Programs**

Click on **Career & Technical Education**

Click on **Development and Innovations Group**

Click on **New CTE Placement Survey Reports and Concentrator Report System**

To Login:

Use the district's User ID and Password (available from your Local CTE Director/Coordinator)

To access the Program Profile Table:

Click on **Administrative** in the upper left corner

Click on **Program Profile**

Select the **School**

To access other reports:

Click on the **Reporting** in the upper left corner

Click on either **Process Reports** or **Results Chart**

Select the **Fiscal Year**

To process Reports continue with:

Select a **Report Type** – Click next

Select either **Program-based** or **Cluster-based** results. Click next

Select either **All Programs** or the specific **Program Name**

To do another report:

Use the **Back** option in the left hand of the tool bar until you get the option (program, school, district or report) you want to change.

Receiving the Report: The system creates a portable document format file (PDF using Acrobat Reader) for each report. Each report is created to your specifications, so please wait while the report is processing. This may take a few minutes, depending on the amount of information you requested.

Click on the link to open the report. [Click Here to view the report](#)

When you see the report you can print it, or save it, or close it, as with any other file.

FUNDING PROCESSES

Career and Technical Education State Block Grant funding will be allocated for the current fiscal year based on each district's CTE enrollment, concentrator and placement reporting. **A program is approved by school site, not by district.** Seventy five percent of CTE State Block Grant funds will be allocated to CTE enrollment. Twenty five percent of the funds will be allocated to placement. A course must have a certified teacher, a Notification of Intent (NOI) filed, program enrollment, and the required Concentrator/Placement reports to generate funding. If a program (and its associated courses) does not provide the essential elements required by the Arizona State Board of Education, the program and its funding will be inactivated by CTE. Programs must meet, exceed, or make substantial improvement towards the state adjusted levels of performance to ensure continued eligibility for funding. If any of these requirements are not met for a program, funding is not allocated and the following **error** report(s) will be sent to the LEA:

- **VOCI 09-1: Unapproved Courses – No Required PM Reports**
- **VOCI 12-1: No 200X Notification of Intent (NOI) Filed or 200X Course Missing**
- **VOCI 13-1: Unapproved ADE Inactive Courses**

There are four types of funding reports that will be produced:

- Funded course detail report
- Non-funded course detail report
- Placement funding detail report
- Summary notification allocation report

These reports will be produced as Preliminary and Final Funding reports.

The Preliminary Funding Report allows districts to identify problems that impact state allocations. Some of the problems may include the following:

- The teacher is not certified for a course
- No concentrators were submitted for a program
- No placements were submitted for a program
- Unapproved programs – Career Preparation Coop only course offered
- No NOI (Notification of Intent) filed for the program
- ADE inactivated the program

Preliminary Funding Report: VOCI 51-1 and VOCI 51-2: This report provides preliminary notification of the funding dollars a district may generate from State Block Grant monies. This report also provides the opportunity to verify the enrollment data and to make corrections, if ADE did not record the data the district submitted. Previously unrecorded data will be reflected on the Final Funding Reports. Errors related to a course not receiving funds due to Performance Measures issues should be referred to the Development and Innovations Section at (602) 542-5963. The Preliminary Funding Report amounts are not final. Do not submit the CTE State Block Grant application based on the Preliminary Funding Report.

Final Enrollment Funding Report: VOCI 51-1 and VOCI 51-2: This report provides the notification of the Final funding dollars available to the district from State Block Grant monies. An application must be completed by the district to generate these monies. For questions related to the state funding formula, please contact the CTE Grants and Management Information Services at (602) 542-5349.

Preliminary and Final Non-Funded (State Funding Not Generated) VOCI 55-1 and VOCI 55-1 reports: A report of Non-Funded courses could also be produced twice if a course does not meet the requirements. If any courses are not funded and appear on any of the VOCI 09, VOCI 12 or VOCI 13 reports, the dollar amount not generated will also appear on the VOCI 55-1 (school level) and VOCI 55-2 (district level) reports.

Preliminary and Final Placement Funding Report: Placement funding paid in the current fiscal year is for CTE program samplers and concentrators who graduated and are in a related placement nine months after graduation. Placements may be in postsecondary education or advanced training, military services, or employment. Funding is earned only if the placement is related to the graduate's secondary CTE program of study. A related placement is one that obviously uses or builds on the occupational standards acquired in the graduate's secondary CTE program.

Preliminary and Final Summary Notification of Career and Technical Education Allocations: VOCI 62-1: The **total amount of state funding** for district generated by your Course Enrollment reporting. Available district enrollment formula funding and the placement formula funding dollar amounts are listed. If a district selects not to submit an application for the funds, those dollars will be re-divided among the districts that did submit an application for their State Block Grant Enrollment and Placement dollars.

Examples of these reports are on the following pages:

CTDS:
COUNTY:
DISTRICT:
SCHOOL:

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
UNAPPROVED COURSES - NO REQUIRED PM REPORTS

VOCI 09-1
REPORT DATE:05/17/XX
REPORT PAGE: 1

COURSE CODE	COURSE TITLE	TEACHER NUMBER	TERM	PERIOD	DISTRICT OF ATTENDANCE CTDS
46.0400.10	Constr Tech Core	*****	2	3	
46.0400.20	Construction Tech I	*****	2	3	

Sample

CTDS:
COUNTY:
DISTRICT:
SCHOOL:

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
NO 200X NOTIFICATION OF INTENT (N.O.I.) FILED
OR 200X COURSE MISSING

VOCI 12-1
REPORT DATE:05/17/XX
REPORT PAGE: 1

COURSE CODE	COURSE TITLE	TEACHER NUMBER	TERM	PERIOD	DISTRICT OF ATTENDANCE CTDS
46.0400.10	Constr Tech Core	*****	2	3	
46.0400.20	Construction Tech I	*****	2	3	

Sample

CTDS:
COUNTY:
DISTRICT:
SCHOOL:

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
- UNAPPROVED ADE INACTIVE COURSES -

VOCI 13-1
REPORT DATE:05/17/XX
REPORT PAGE: 1

COURSE CODE	COURSE TITLE	TEACHER NUMBER	TERM	PERIOD	ADE INACTIVE DATE	DISTRICT OF ATTENDANCE CTDS
46.0400.10	Constr Tech Core	*****	2	3	7/1/2006	
46.0400.20	Construction Tech I	*****	2	3	7/1/2006	

Sample

Preliminary and Final Funding Reports
By School – VOCI 51-1
By District – VOCI 51-2

The information submitted and verified for the 40th and 100th Day Reports is summarized in the Course Enrollment Master Report – VOCI 21. Data from the Course Enrollment Master Report is combined with a formula and then used for generation of the **Preliminary and Final Funding Reports – VOCI 51-1 and VOCI 51-2.**

- **VOCI 51-1** reflects funding generated by Courses on the CTE Program List by **school.**
- **VOCI 51-2** reflects funding generated by Courses on the CTE Program List by **district.**

These reports provide the notification of the Preliminary and Final funding dollars available to the district from State Block Grant monies. For questions related to the state funding formula, please contact the CTE Grants and Management Information Services at (602) 542-5349.

VOCI 51-1

CTY XX TYPE XX DIST XX SCH XXX

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
FINAL FUNDING REPORT
FYXX ENROLLMENT - FOR FYXX FUNDING

DATE 08/15/XX

PAGE 1

RATE FOR FULL, WEIGHTED AVERAGE STUDENT COUNT: \$111.59

COUNTY:

IMPORTANT: THIS REPORT IS BASED UPON AN AVERAGE OF YOUR 40TH AND 100TH DAY ENROLLMENT COUNTS.

DISTRICT:

SCHOOL:

COURSE	COURSE	P MIN. NO.	TP									
CRSE	CRSE CODE	E PER OF ROOM	ER	CE	TEACHER'S	9-12	11-12	ELIGIBLE	TOTAL			
CODE	TITLE	R WEEK WKS NO.	HP	TEACHER'S NAME	CERT NO.	AVG	AVG	WEIGHTED	ENROLLMENT			
						CNT	CNT	COUNT	FUNDING			
NON-ARTICULATED COURSES												

2. BUSINESS MGMT ADMIN (WEIGHT - 1.0000000000)												
52.020010	Bus Mgmt/Admin Srv F 3	0250 18 7	Y	ROGERS	*****	8.50	5.00	5.55	\$619.94			
52.020010	Bus Mgmt/Admin Srv F 7	0250 18 7	Y	ROGERS	*****	6.00	1.50	1.66	\$185.98			
52.020010	Bus Mgmt/Admin Srv F 3	0250 18 7	Y	ROGERS	*****	6.50	4.00	4.44	\$495.96			
52.020010	Bus Mgmt/Admin Srv F 7	0250 18 7	Y	ROGERS	*****	6.00	2.00	2.22	\$247.98			
52.020020	Business Office Oper 4	0250 18 7	Y	ROGERS	*****	13.50	13.50	14.99	\$1,673.85			
TOTAL BUSINESS MGMT ADMIN						58.50	44.00	48.02	\$5,362.52			
9. AUTOMOTIVE TECH (WEIGHT - 1.0000000000)												
47.060010	Auto Tech Core Curr 2	0250 18 VOC2 N	BELL	*****	7.50	1.50	1.66	\$185.98				
47.060010	Auto Tech Core Curr 3	0250 18 VOC2 N	BELL	*****	7.50	3.50	3.88	\$433.96				
47.060010	Auto Tech Core Curr 2	0250 18 VOC2 N	BELL	*****	9.00	3.00	3.33	\$371.97				
47.060010	Auto Tech Core Curr 3	0250 18 VOC2 N	BELL	*****	12.00	7.50	8.33	\$929.92				
47.060070	Automotive Technolog 5	1100 18 7	N	ROGERS	*****	0.50	0.50	0.50	\$55.80			
47.060070	Automotive Technolog 5	1100 18 7	N	ROGERS	*****	0.50	0.50	0.50	\$55.80			
TOTAL AUTOMOTIVE TECH						43.50	23.00	25.41	\$2,839.36			

(ELIGIBLE WEIGHTED COUNT * RATE FOR FULL WEIGHTED AVG STUDENT COUNT = TOTAL FUNDING)

VOCI 51-2
CTY XX TYPE XX DIST XX

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
FINAL FUNDING REPORT
FYXX ENROLLMENT - FOR FYXX FUNDING

DATE 08/15/XX
PAGE 1

RATE FOR FULL, WEIGHTED AVERAGE STUDENT COUNT: \$111.59

COUNTY: IMPORTANT: THIS REPORT IS BASED UPON AN AVERAGE OF YOUR 40TH AND 100TH DAY ENROLLMENT COUNTS.
DISTRICT:

COURSE CRSE CODE	COURSE CRSE CODE TITLE	9-12 AVERAGE COUNT	11-12 AVERAGE COUNT	ELIGIBLE WEIGHTED COUNT	TOTAL ENROLLMENT FUNDING	TP ER CE HP
NON-ARTICULATED COURSES -----						
2. BUSINESS MGMT ADMIN (WEIGHT - 1.0000000000)						
52.020010	Bus Mgmt/Admin Srv F	27.00	12.50	13.87	\$1,549.86	Y
52.020020	Business Office Oper	24.00	24.00	26.65	\$2,975.73	Y
52.020070	Bus Mgmt/Admin Srv D	7.50	7.50	7.50	\$836.93	Y
TOTAL	BUSINESS MGMT ADMIN	58.50	44.00	48.02	\$5,362.52	
9. AUTOMOTIVE TECH (WEIGHT - 1.0000000000)						
47.060010	Auto Tech Core Curr	36.00	15.50	17.20	\$1,921.83	N
47.060021	Automotive Technolog	1.00	1.00	1.11	\$123.99	N
47.060030	Automotive Technolog	5.50	5.50	6.10	\$681.94	N
47.060070	Automotive Technolog	1.00	1.00	1.00	\$111.60	N
TOTAL	AUTOMOTIVE TECH	43.50	23.00	25.41	\$2,839.36	
11. CONSTRUCTION TECH (WEIGHT - 0.9000000000)						
46.040010	Construction Tech Co	5.00	3.50	3.48	\$390.56	N
TOTAL	CONSTRUCTION TECH	5.00	3.50	3.48	\$390.56	

(ELIGIBLE WEIGHTED COUNT * RATE FOR FULL WEIGHTED AVG STUDENT COUNT = TOTAL FUNDING)

Preliminary and Final Non-Funding Report VOCI 55-1 and VOCI 55-2

There are two remaining funding reports:

- **VOCI 55-1** reflects funding not generated by Courses on the CTE Program List by **school**
- **VOCI 55-2** reflects funding not generated by Courses on the CTE Program List by **district**

These reports are intended as a tool to examine current practices related to accountability. It lists occupational courses (11th and 12th grades) that will not generate CTE funding. Any of these messages may be listed:

Teacher Uncertified message means the teacher is uncertified to teach the course listed for that period for any of the following reasons:

- Certification for the teacher may have expired and not been renewed
- Certification process for the teacher was not completed by the February 28th deadline

No Required PM reports message means the CTE Program is unapproved for any of the following reasons:

- ADE did not receive acceptable Concentrator reports by the April 15 deadline ADE did not receive acceptable Placement reports by the April 15 deadline.
- After receiving a designation of “program in review”, the program does not participate in the ADE directed external assessment and accountability planning process

No NOI Filed in January (of previous school year) message indicates the district did not file a Notification of Intent (NOI) for this program for the current school year by January of the previous school year as required. A new CTE program is defined as any Career Preparation program CIP code not reporting course enrollment and performance measures the previous year. Funds are not generated if an NOI was not filed to ADE by the January 1 deadline of the previous school year.

Unapproved ADE Inactive message indicates that ADE closed the program due to its failure to include the essential elements required by the Arizona State Board of Education.

For all of the above messages, the result is the same. **Funding potential is not generated for the district.** This report will assist district personnel to be aware of funding impact in the hiring of properly certified teachers and the importance of meeting performance measures requirements.

VOCI 55-1

ARIZONA DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION

DATE 08/15/XX

PAGE 1

CTY XX TYPE XX DIST XX SCH XXX STATE FUNDING NOT GENERATED DUE TO ONE OR MORE OF THE FOLLOWING REASONS:
INSUFFICIENT PERFORMANCE MEASURES REPORTS - CERTIFICATION PROBLEMS
NO NOTIFICATION OF INTENT (N.O.I.) FILED IN 4/2007
ADE UNAPPROVED INACTIVE
FYXX ENROLLMENT - FOR FYXX FUNDING

RATE FOR FULL, WEIGHTED AVERAGE STUDENT COUNT: \$106.52

COUNTY:
DISTRICT:
SCHOOL:

COURSE	COURSE	P MIN. NO.			11-12	ELIGIBLE	TOTAL	TP
CRSE	CRSE CODE	E PER OF		TEACHER'S	AVG	WEIGHTED	FUNDING	ER
CODE	TITLE	R WEEK WKS	TEACHER'S NAME	CERT NO.	CNT	COUNT	NOT GENERATED	HP FUNDING NOT GENERATED

NON-ARTICULATED COURSES

2. BUSINESS MGMT ADMIN (WEIGHT - 1.0000000000)								
52.020010	Bus Mgmt/Admin Srv F 0 0220 17	MORIN	*****	4.00	3.69	\$393.47	N	NO REQUIRED PM REPORTS
NO 2007 COURSE ENROLLMENT OR NO NOI FILED IN 4/2007								
52.020010	Bus Mgmt/Admin Srv F 2 0220 18	MORIN	*****	5.50	5.37	\$572.84	N	NO REQUIRED PM REPORTS
NO 2007 COURSE ENROLLMENT OR NO NOI FILED IN 4/2007								
52.020010	Bus Mgmt/Admin Srv F 3 0220 18	MORIN	*****	4.00	3.91	\$416.61	N	NO REQUIRED PM REPORTS
NO 2007 COURSE ENROLLMENT OR NO NOI FILED IN 4/2007								
52.020010	Bus Mgmt/Admin Srv F 5 0220 18	MORIN	*****	2.50	2.44	\$260.38	N	NO REQUIRED PM REPORTS
NO 2007 COURSE ENROLLMENT OR NO NOI FILED IN 4/2007								
52.020020	Business Office Oper 6 0440 18	MORIN	*****	9.00	17.59	\$1,874.75	N	NO REQUIRED PM REPORTS
NO 2007 COURSE ENROLLMENT OR NO NOI FILED IN 4/2007								
TOTAL BUSINESS MGMT ADMIN				25.00	33.00	\$3,518.05		

Summary Notification of Career and Technical Education Allocations VOCI 62

Eligible Recipient: District name should appear here

County, Type, District: County, type and district number should appear here

Funding Category Titles: Career and Technical Education State Block Grant Formula
Funding Placement Formula Funding

Allocation: Dollar figure, determined by district student count on the 40th and 100th day reports, appears here

Grand Total Allocations: The **total amount of state funding** for district generated by your Course Enrollment reporting

(A) Block Grant Formula Funding: Formula amounts by course, title and school site. This is the State Block Grant dollar figure for the next fiscal year, which was generated by 11th and 12th grade student count from the 40th and 100th Day Course Enrollment Reports.

(B) Placement Formula Funding: The placement formula funding figure is generated by the completed surveys returned to ADE by the districts on the Website.

Application for CTE State Block Grant Funds

Available district enrollment formula funding and the placement formula funding dollar amounts are listed. The total on the Summary Notification of CTE Allocations (VOCI 62) is the amount of State dollars that your programs have generated and will be used as your allocation for State Block Grant Funds. General State of Assurance authorized signers must submit electronic applications using these State Block Grant Funds allocations by the due date determined by the ADE using the Grants Management Enterprise online system. The website is located at: <http://www.ade.az.gov/gme>.

Click on Online Applications to enter the Grants Management Enterprise system and begin the process. If a district selects not to submit an application for the funds, those dollars will be re-divided among the districts that did submit an application for their State Block Grant Enrollment and Placement dollars.

ARIZONA DEPARTMENT OF EDUCATION
SUMMARY NOTIFICATION OF
CAREER AND TECHNICAL EDUCATION ALLOCATIONS
FINAL FUNDING REPORT
FISCAL YEAR 200X

ELIGIBLE RECIPIENT: SAMPLE UNIFIED DISTRICT

C.T.D. NUMBER 123456

FUNDING CATEGORY TITLES		ALLOCATION
-----		-----
BLOCK GRANT FORMULA FUNDING	(A) *	\$29,734.67
PLACEMENT FORMULA FUNDING	(B) *	\$8,582.76

GRAND TOTAL ALLOCATION	*	\$38,317.43

(A) FORMULA AMOUNTS BY COURSE, TITLE AND SCHOOL SITE ARE DETAILED IN YOUR FY 200X CAREER AND TECHNICAL EDUCATION FUNDING REPORT. (VOCI51) -----		
(B) PLACEMENT RESULTS ARE DETAILED IN YOUR DISTRICTS FY 200X CAREER AND TECHNICAL EDUCATION PLACEMENT FUNDING REPORT. THE RESULTS ARE LISTED BY SCHOOL AND PROGRAM.		

Placement Funding Report

Placement funding paid in the current fiscal year is for CTE program samplers and concentrators who **graduated** and are in a related placement nine months after graduation. Placements may be in postsecondary education or advanced training, military services, or employment. Funding is earned only if the placement is **related** to the graduate's secondary CTE program of study. A related placement is one that obviously uses or builds on the occupational standards acquired in the graduate's secondary CTE program. Twenty five percent of the CTE State Block Grant funds will be allocated to placement.

The Placement Funding Report will be produced twice. The Preliminary Placement Funding Report notifies a district of the funding dollars a related placement will generate. This preliminary report also provides the district the opportunity to verify the placement data and to make corrections, if ADE did not record the data the district submitted. The Final Placement Funding Report will include all corrections and contain the final placement funding generated. A student in 2 or more related placements will only generate funding for one of those related placements.

For more information regarding Placement Survey Reports and Concentrator Reports, please see the Arizona CTE performance measures are published annually in the **Secondary Guidelines for Performance Measures and Program Evaluation** at <http://www.ade.az.gov/cte/DIG/>.

Sample

FY200X Final Placement Funding (FY0X Student Names)

FINAL

FINAL

FINAL

FINAL

FINAL

CTD 123456

SAMPLE UNIFIED DISTRICT

CTDS 123456001

SAMPLE HIGH SCHOOL

ProgramArea INDUSTRIAL TECH

Fiscal	ProgCIP	ProgramTitle	StudentName	Qualify	Funding
200X	100200	Radio/Television Tch	C L WALTERS	Program Concentrator	\$317.88
200X	100200	Radio/Television Tch	D F HALL	Program Concentrator	\$317.88
200X	100300	Graphic Commun	S N JONES	Program Concentrator	\$317.88
200X	100300	Graphic Commun	B A WILLIAMS	Program Concentrator	\$317.88
200X	100300	Graphic Commun	T R ANDREWS	Program Concentrator	\$317.88
200X	100300	Graphic Commun	T G THOMAS	Program Concentrator	\$317.88
200X	100300	Graphic Commun	O A SANCHEZ	Program Concentrator	\$317.88
200X	100300	Graphic Commun	F D JEFFERSON	Program Concentrator	\$317.88
200X	100300	Graphic Commun	G C GILL	Program Concentrator	\$317.88
200X	150300	Electronics Tech	J H ROBERTSON	Program Concentrator	\$317.88
200X	150300	Electronics Tech	G T MAY	Program Concentrator	\$317.88
200X	150300	Electronics Tech	B V FRY	Program Concentrator	\$317.88
200X	460400	Construction Technol	H I YOUNG	Program Concentrator	\$317.88
200X	460400	Construction Technol	A X HARPER	Program Concentrator	\$317.88
200X	460400	Construction Technol	M N ROSE	Program Concentrator	\$317.88
200X	460400	Construction Technol	C O PAUL	Program Concentrator	\$317.88
200X	460400	Construction Technol	C F THATCHER	Program Concentrator	\$317.88
200X	460400	Construction Technol	L M RUIZ	Program Concentrator	\$317.88
200X	460400	Construction Technol	M B HILLS	Program Concentrator	\$317.88
200X	460400	Construction Technol	L S CRENSHAW	Program Concentrator	\$317.88
200X	460400	Construction Technol	M K RODRIGUEZ	Program Concentrator	\$317.88
200X	460400	Construction Technol	C T BARNUM	Program Concentrator	\$317.88
200X	470600	Automotive Tech	A K TAFT	Program Concentrator	\$317.88
200X	470600	Automotive Tech	A O JOHNSON	Program Concentrator	\$317.88
200X	470600	Automotive Tech	K J CLINTON	Program Concentrator	\$317.88
200X	470600	Automotive Tech	C F TRUMAN	Program Concentrator	\$317.88
200X	470600	Automotive Tech	R A DEGAULLE	Program Concentrator	\$317.88
200X	470600	Automotive Tech	F F SCHROEDER	Program Concentrator	\$317.88
SUM for 'ProgramArea' = INDUSTRIAL TECH			Count =	28	\$8,900.64
SUM for School = SAMPLE HIGH SCHOOL					\$12,079.44

If you have questions, please contact the CTE Grants Management Information Systems Section for assistance:

Information Technology Specialist	Donna Kerwin	(602) 542-7881
Education Program Specialist	Steve Saline	(602) 542-5566
Administrative Services Officer	Jet Wilson	(602) 542-5486
Enrollment Specialist	Della Hofer	(602) 542-5711

Or email: CTEDataCollection@azed.gov.

DATA REPORTING DEFINITIONS (In alphabetical order)

APPROVED CTE PROGRAMS – On March 28, 2005, the Arizona State Board of Education re-validated the essential elements. “Approved” and “active” are synonymous terms describing programs eligible to participate in State Block Grant and Federal Perkins funding. This guidance document defines an approved program as having these criteria:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the “Codes and Titles” section of the Handbook, and is also available at <http://www.ade.az.gov/cte/careerpathways>.
2. Teaches all the state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/careerpathways>.
5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf.*
7. Requires student participation and Career Exploration for grades 7-9 (previously referred to as Level I).

* An approved program includes student work-based participation that connects classroom learning to actual work experience. Work-based learning is an integral component of a sequence of instruction in a career and technical education program. One method of work-based learning is cooperative education. Another method is CTE Internships. Both methods have eligibility requirements.

ARTICULATED STUDENT – An articulated student is one who attends CTE courses offered on another campus in a CTE program. A student may begin taking courses in a program at the district of residence and proceed to take additional levels of courses in the same program offsite, or take the entire coherent sequence of courses offsite. An offsite campus might be another high school within the same district, Joint Technical Education District (JTED), skill center, or college campus.

A school may have students enrolled in multiple articulated scenarios. To determine the scenario that applies, read each description below:

1. Students enroll in a program or program option offered only at a JTED. The JTED reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table.
2. Students enroll in a CTE program at the school of residence that articulates to a postsecondary public/private institution. The school of residence reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table. This program will show courses as

articulated in the Coherent Sequence of Courses and in the Program Profile Table.

3. Students enroll in a higher-level course at an offsite campus. The school of attendance reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table in both the school of residence and the offsite campus. The records reported will show the school of residence, which is used to calculate performance measures. This program will show courses as articulated in the Coherent Sequence of Courses and in the Program Profile Table.
4. Students enroll in a program not offered at the school of residence, but offered at an offsite campus. The school of attendance reports course and program enrollment, concentrators, and placements. All active programs will be reflected in the Program Profile Table at the school of attendance. The Coherent Sequence of Courses will be documented at the school of attendance.

Several of these scenarios may apply to different groups of students. These scenarios will assist in setting up district records.

CAREER AND TECHNICAL EDUCATION (CTE) – Section 3(5) of the Perkins Act defines CTE as “organized educational activities” which:

“(A) offer a sequence of courses that—

(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

(B) include standards-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

CAREER AND TECHNICAL EDUCATION PROGRAM – A coherent sequence of instruction designed to deliver all state-designated program standards for any program on the CTE Program List. A program is directly related to preparing students for further education and careers in current and emerging professions. Approved and provisionally approved programs qualify to apply for State and Federal funding.

CAREER AND TECHNICAL EDUCATION COURSE – A course within a planned CTE sequence that delivers Career Preparation standards. Course titles are located in the “Codes and Titles” section of the Handbook.

CARNEGIE UNIT – One unit of transcribed credit awarded in grades 7-12 for a minimum of 120 clock hours of instruction during the regular school year, or 120 clock hours of instruction during summer school.

CLASSIFICATION OF INSTRUCTIONAL PROGRAMS (CIP) – The U.S. Department of Education's standard educational program classification system. It includes a uniform numbering system and description of educational programs.

CONCENTRATOR – Student who:

1. Has transcribed three (3) or more Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program; OR
2. Has transcribed two (2) Carnegie Units/credits in a State-recognized sequence for an approved Career and Technical Education program, but only in those program areas where two (2) Carnegie Units/credit sequences at the secondary level are recognized by the State.

In both cases the Carnegie Units/credits must be in a single Career Preparation program as outlined in the CTE Handbook.

COOPERATIVE EDUCATION (COOP) / DIVERSIFIED COOPERATIVE EDUCATION (DCE) – Cooperative education is a method of work-based experience that connects classroom learning to work activities. Requirements are:

- Classroom learning based on CTE program standards.
- Supervised work-based learning based on state-designated Career Preparation program technical standards.
- Course equivalent to one Carnegie unit that addresses state-designated Career Preparation program standards must be included.
- Designed for students at least 16 years of age.
- Training agreement on file before the student is reported in enrollment. The training agreement is the document that identifies responsibilities of the school, student and the employer.
- Training plan on file before the student is reported in enrollment. The training plan is also prepared at the beginning of the work-based experience course and identifies the career preparation program competencies/standards that will be attained at the work site. It focuses on objectives, competencies/standards and tasks that students will attain prior to their evaluation.

Teachers are required to have appropriate program CTE certificate with a Cooperative Education Endorsement. Frequently asked questions on cooperative education are available at <http://www.ade.az.gov/cte/guides>. The resources located at <http://www.ade.az.gov/cte/WhatsNew> provide numerous samples of signed training agreements suitable for cooperative education courses.

If students have completed a Carnegie unit in a Career Preparation course, districts may report those students in cooperative education course enrollment. Districts may not spend CTE funds on cooperative education courses unless they are part of a CTE approved program sequence of courses offered annually. Cooperative education courses that are not part of an approved program of instruction are not funded and will receive an "Unapproved" status on the annual fiscal reports.

Diversified Cooperative Education (DCE) has similar requirements as Cooperative Education, however, students enrolled in DCE represent multiple career preparation program areas. DCE teachers are required to have a CTE certificate with a Cooperative Education endorsement.

If students have completed a Carnegie unit in a Career Preparation course, districts may report those students in DCE course enrollment. Districts may not spend CTE funds on DCE courses unless they are part of a CTE approved program sequence of courses offered annually. DCE courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

Internship, Cooperative Education (COOP), and Diversified Cooperative Education (DCE) courses are reported as part of a coherent sequence of Career Preparation program courses. A CTE program must report a Career Preparation course if reporting an Internship, COOP, or DCE course. An Internship, COOP, or DCE course cannot “stand alone” and will not generate funding without the supporting Career Preparation course.

COUNTY TYPE DISTRICT SCHOOL (CTDS) – County/Type/District/School code. The school number must be accurate to ensure data is correctly credited to your school. Contact the CTE Management Information Services Unit, (602) 542-5486 or (602) 542-5711, for school CTDS information.

COURSE CODE – The 8-digit CIP number associated with CTE courses. The numbers may be found in the CIP Codes and Titles list. In some cases, the 8th digit may be used by the district to designate course sequencing, using 0-9 as the 8th digit.

COURSE TITLE – The title for courses (8-digit number). The titles may be found in the CIP Codes and Titles list.

DISTRICT’S PLANNED SEQUENCE OF COURSES – The comprehensive coherent sequence of instruction designed to deliver all of the state-designated program standards for a CTE program. Local sequences are outlined in the district’s application for Carl Perkins Basic Grant funds.

DUPLICATED COUNT – One student may be enrolled and counted for data collection purposes in more than one course. Duplicated student count is used when completing Course Enrollment 40th and 100th Day Reports.

ESSENTIAL ELEMENTS – On March 28, 2005, the Arizona State Board of Education approved on recommendation from the CTE State Advisory Committee that a CTE Program must have these essential elements:

1. Delivers a coherent sequence of instruction. The recommended program sequence of courses in each CTE program can be found at www.aztechprep.org or in the “Codes and Titles” section of the Handbook, and is also available at <http://www.ade.az.gov/cte/careerpathways>.
2. Teaches all the state-designated program standards.
3. Specified on the current CTE Program List.
4. Taught by an appropriately certified teacher per CTE certification requirements, available at <http://www.ade.az.gov/cte/careerpathways>.

5. Evaluates program performance annually and meets or exceeds established state performance measures.
6. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities. Additional information is available at www.ade.az.gov/CTE/WhatsNew/LRGlinked.pdf.
7. Requires student participation and Career Exploration for grades 7-9 (previously referred to as Level I).

INACTIVE PROGRAM – A CTE program at a participating LEA may be declared inactive by ADE for many different reasons. The Program Profile Table identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.
4/16	District reported the program inactive on the Basic Grant state-directed objectives. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.
6/30 or 7/1	Any Non April dates refer to ADE inactive decisions. The year submitted will always be included in the Inactive Date as 03, 04, 05, 06 etc.

INDIVIDUALIZED CAREER AND TECHNICAL EDUCATION PLAN (ICTEP) – Required for each CTE student who is reported as a member of a special population category and who is receiving special services in order to succeed in his/her CTE program. In the event a student is eligible in more than one category, select the one that most appropriately defines the need for services. An acceptable ICTEP is a written plan that specifies the following:

- Eligible category in which services are provided to this student
- Student's goals, strengths, and weaknesses
- Services required to reach those goals
- Person or agency assigned to provide the service and
- Student's performance level after receiving the services.

Sample services/modifications/accommodations for ICTEP students include the following: smaller classes, modified classroom or equipment, tutoring services, alternative assessment instruments or strategies, and/or additional time for completion of tests and assignments.

INTERNSHIP – A CTE Internship is a method of work-based training that connects classroom learning to work activities. It follows the sequence of courses in an approved CTE program. It provides students an opportunity to engage in learning through participation in a structured work experience that involves the application of previously developed CTE knowledge and skills. The internship must be directly related to the CTE program where the credits were earned and may offer paid or unpaid work experience.

CTE Internships **may** also have concurrent classroom learning based on CTE program standards, but it is not a requirement. Internships differ from cooperative education in that the latter requires concurrent classroom learning. CTE Internships are designed for students who are classified as seniors (12th grade) and at least 16 years of age. They require the teacher to have a valid CTE certificate in any program area. Additional information is available at: <http://www.ade.az.gov/cte/info/CTEInternship.doc>.

Districts may not spend CTE funds on CTE Internship courses unless they are part of a CTE approved program sequence of courses offered annually. A CTE program must report another Career Preparation course, in addition to a CTE Internship course, or the course does not generate funding. Those internship courses that are not part of an approved program of instruction are not funded and will receive an “Unapproved” status on the annual fiscal reports.

LEAVE (LEFT) SECONDARY EDUCATION – Report as concentrators only those students who leave with a code of W3, W4, W5, W7, W11, W12 or W13 or an End of Year Status Code of G, C or A. The “leave” measures the total number of program concentrators who in the reporting year are documented in school records as leaving school for one of the following reasons:

Withdrew before the end of the school year:

- Graduation (Withdrawal Code W7)
- Drop Out (Withdrawal Code W5)
- Expelled or long-term suspension (Withdrawal Code W3) or
- Absence or student status/location unknown (Withdrawal Code W4)
- Left to obtain a GED (Withdrawal Code W11)
- Left to continue studies at a Technical or Vocational school (Withdrawal Code W12)
- Completed course of study but did not pass AIMS (Withdrawal Code W13)

Continued through the end of the school year:

- Graduation Completed course requirements for graduation and passed AIMS (End of Year Status Code G)
- Completed Completed course requirements for graduation but did not pass AIMS and are not expected to re-enroll (End of Year Status Code C) or
- Attended Neither met course requirements nor received a passing score on the AIMS test (End of Year Status Code A)

Note: Students who reach concentrator status may be entered into the system with the designation “still enrolled,” pending a withdrawal code to be assigned in the future. This allows programs to “store” records for students who have attained the status of concentrator or completer prior to their senior year.

Districts may change the designation later when the student actually leaves secondary education. Students are not included in the performance calculations until they have left secondary education and are assigned one of the Withdrawal Codes (W3, W4, W5, W7, W11, W12 or W13) or an End of Year Status Code (G, C or A).

MINUTES PER WEEK – Funding is based on a minimum of 225 minutes per week per course.

NOTIFICATION OF INTENT (NOI) – The CTE Section has developed a Notification of Intent form used to notify the CTE Section when districts intend to implement a new CTE program or option. This form allows CTE to provide technical assistance in implementing a quality program, assign a Birth Date and add the new program to the school's Program Profile Table. The form and instructions for submitting the form by January 1 each year are available at: <http://www.ade.az.gov/cte/WhatsNew>. When a district submits an NOI, the approval may be pending meeting certain conditions or circumstances. A Birth Date will be entered into the Program Profile Table.

An NOI will only be required when a district plans to:

- Offer a new program or option, or
- Introduce an existing program that has gone two consecutive years without course enrollment, or
- Offer a program that has been previously disapproved.

An Active program is moved to the Non-Active list when an inactive date is assigned to the program. For example, when an Active program with good performance is identified as being *replaced* by a new program on an NOI form there are several implications:

- Program replaced is tagged as “Inactive” in April of the current year and it moves to the Non-Active list on the Program Profile Table
- District may submit concentrators who leave school in the current year
- District does not identify any offerings in inactive program CIP code in the BG application due in October the next fiscal year
- Placements may be reported for the previous year's concentrators
- District does not report enrollment for inactive program's CIP code in the next school year

If a program (and its associated courses) does not provide the essential elements, the program and its funding will be declared inactive by CTE. The program receives a non-April Inactive date and it moves to the Non-Active list on the Program Profile Table. No further reporting is expected or accepted from that program. The Program Profile Table includes one re-birth cycle.

In the event there is a question regarding the Program Profile Table, please email your question to Penny Legge, Accountability Specialist, email penny.legge@azed.gov.

PERFORMANCE MEASURES – Set of measures based on Core Indicators identified in the Federal Perkins law, and approved by the Arizona State Board of Education, to measure student outcomes.

PLACEMENT – Graduated concentrators are surveyed during the second quarter (October-December) following graduation in that reporting year in order to determine the data for state placement funding and outcomes for Performance Measure 5S1. For the

purposes of this Placement Performance Measure 5S1, a concentrator is considered "Placed" if that student is in postsecondary education or advanced training, employment, or military service in the reporting year. The placement, for purposes of this Measure, need not be related to the student's high school CTE program. Concentrators who do not complete the program are not included in the Placement Performance Measure. (See Placement Funding, Related Placement, and Sampler Placement.)

PLACEMENT FUNDING – Funding to districts generated by CTE concentrators who have graduated. A district has two years to report placements for funding purposes from the date that the program is made inactive. Their status will be verified by an appropriate survey response to ADE. Any of the following count for placement funding:

- Enrollment in related postsecondary education or advanced training
- Serving in active military duty in a related program
- Employment in a program related position

PROGRAM – Coherent sequence of instruction, which delivers a set of prescribed State standards attributed to a specified instructional program.

PROGRAM CIP (CLASSIFICATION OF INSTRUCTIONAL PROGRAMS) CODE – Six-digit code which identifies the CTE program. Each CTE Program is based on content and numbering system called the Classification of Instructional Programs (CIP) which is updated every 10 years by the National Center for Education Statistics. CIP codes are crosswalked to Standard Occupation Classification (SOC) system which reflects over 1000 SOC occupations. Each have related labor market information such as openings, wages, and O*NET information.

PROGRAM PROFILE TABLE – The Program Profile Table is an important tool that identifies active programs at each high school currently participating in CTE accountability reporting. Active programs are those expected to participate by reporting enrollment, concentrators and placements. Active programs have a birth date assigned and will always be included in any Performance Measures reports. Refer to page 142 for a more complete description.

Birth Date	Explanation
1/1/95	The Default Birth Date for a program that reported performance measures in 1999 and enrollment in 2000/2001
7/1/00	Birth Date for a program that reported enrollment for the first time in 2000/2001, before current Notification of Intent (NOI) process existed
4/1	Birth Date for a program that submitted a Notification of Intent (NOI) to begin reporting the following year. The year submitted will always be included in the Birth Date as 05, 06, 07, 08 etc.

The Program Profile Table also identifies Non-Active programs with Inactive Dates that formerly participated in CTE accountability reporting, showing a historical record of school CTE programs.

Inactive Date	Explanation
4/1	District reported the program as replaced on a Notification of Intent (NOI) form filed on the date listed. The year submitted will always be included in the Inactive Date as 05, 06, 07, 08, etc.
4/16	District reported the program inactive on the Basic Grant state-directed objectives. The year submitted will always be included in the Inactive Date as 05, 06, 07, 08 etc.
6/30 or 7/1	Any non-April dates refer to ADE inactive decisions. The year submitted will always be included in the Inactive Date as 05, 06, 07, 08.

The Program Profile Table is available at

<http://www.ade.az.gov/PerfMeasures/splash.asp>.

Select the Program Profile option under the Administrative section.

PROGRAM TITLE – Title of the CTE Program listed as identified in the Handbook.

RACIAL AND ETHNIC CODES – Required information that identifies racial or ethnic groups for reporting purposes. Such information is required on Enrollment, Concentrator and Placement reporting. There are five codes:

- White non-Hispanic: A person having origins in any of the original peoples of Europe, North Africa or the Middle East. Excludes persons of Hispanic origin.
- Black non-Hispanic: A person having origins in any of the black racial groups in Africa. Excludes persons of Hispanic origin.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- American Indian or Alaskan Native: A person having origins in any of the original people of North America and maintaining culture identification through tribal affiliation or community recognition.
- Asian or Pacific Islander: A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

RELATED PLACEMENT – A related placement is one that directly uses or builds on the Career Preparation standards acquired in the graduated concentrator student's high school CTE program. The placement may be in postsecondary education or training, employment, or military service. A related placement for any concentrator earns funds paid from the State Block Grant. (See Placement Funding and Sampler Placement.)

SPECIAL POPULATIONS – Eligible categories of students who may receive services in order to succeed in Career and Technical Education courses and programs. Services provided must be documented on the student's ICTEP. A student may only be reported in one special populations category. Report using the category most applicable to the student from this list of eligible groups:

Individuals with Disabilities – a student with any disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102) as follows:

- A physical or mental impairment that substantially limits one or more of the major life activities of that individual
- A record of such an impairment; or being regarded as having such an impairment
- Includes those students evaluated under IDEA and determined to be in need of special education and related services and any individual considered disabled under Section 504 of the Rehabilitation Act of 1973.

Individuals from Economically Disadvantaged Families – individuals, including foster children, whom the Local Education Agency identifies as low income and who require financial assistance to succeed in Career and Technical Education. Examples of eligibility definitions include:

- Annual income at or below the official poverty line
- Eligibility for free school lunch
- Eligibility for Aid to Families with Dependent Children or other public assistance programs and
- Eligibility for participation in programs assisted under Title I of the WIA.

Individuals Preparing for Nontraditional Field – a student enrolled in a Career and Technical Education program that has been identified as a nontraditional program for his or her gender. The term ‘non-traditional fields’ means occupations or fields of work, including careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. See attached list of nontraditional programs on page 173.

Single Parents, including Single Pregnant Women – any student who requires assistance to succeed in his/her CTE program and who:

- Has custody and
- Responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence.
- For eligibility purposes, a person who provides child support but no custodial care is not considered a single parent. Single pregnant women are eligible for services.

Individuals with Limited English Proficiency (LEP) – a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language, and:

- Whose native language is not English or
- Who lives in a family or community environment in which a language other than English is the dominant language.

STANDARD – An explicit statement that clearly defines the knowledge, skills, and level of performance expected of an individual in a program. The career preparation program standards for each CTE program are used to document and calculate student proficiency for Performance Measure 2S1 (Technical Skill Attainment).

STATE-DESIGNATED PROGRAM STANDARDS – The Career Preparation standards for each CTE program are used to document and calculate Career and Technical proficiency for Performance Measure 2S1 (Technical Skill Attainment). Current standard information for all CTE programs is available at:
http://www.aztechprep.org/Vocational_Programs/vocational_programs.html.

SUFFICIENT SIZE AND SCOPE OF SERVICES AND ACTIVITIES – Section 135(b)(8) of the Perkins Act states: “Funds shall be made available to eligible recipients to support career and technical education programs that provide services and activities that are of sufficient size, scope, and quality to be effective”.

Under the Perkins Act of 2006, this reference is being interpreted to mean that districts shall use their Perkins allocations to support services and activities to produce measurable outcomes. The Basic Grant Specialist will examine and approve expenditures based on district attainment of the State or Local Adjusted Levels of Performance for each Performance Measure.

TECH PREP PROGRAM - An educational program carried out under an articulation agreement between participants in the consortium consisting of the following (under Section 203(c)(2) of the Perkins Act):

“(2)... a program of study that—

(A) combines—

(i) a minimum of 2 years of secondary education (as determined under State law); with

(ii)(I) a minimum of 2 years of postsecondary education in a nonduplicative, sequential course of study; or

(II) an apprenticeship program of not less than 2 years following secondary education instruction; and

(B) integrates academic and career and technical education instruction, and utilizes work-based and worksite learning experiences where appropriate and available;

(C) provides technical preparation in a career field, including high skill, high wage, or high demand occupations;

(D) builds student competence in technical skills and in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965), as appropriate, through applied, contextual, and integrated instruction, in a coherent sequence of courses;

(E) leads to technical skill proficiency, an industry recognized credential, a certificate, or a degree, in a specific career field;

(F) leads to placement in high skill or high wage employment, or to further education; and

(G) utilizes career and technical education programs of study, to the extent practicable”.

UNDUPLICATED COUNT/ENROLLMENT – A student is counted only once, even if that student is enrolled in and reported as a concentrator in more than one program. Unduplicated student count is used on the Program Enrollment and Concentrator Reports.

UNDUPLICATED PROGRAM REPORTING – A student is counted only once in program enrollment. Unduplicated reporting is required on the year-end Program Enrollment Report, the federal Concentrator Reports, and federal Placement Reports. It is possible to enter duplicate Concentrator or Placement records as state records. Suggested guidelines for determining when to report a student who is enrolled in more than one program as a federal unduplicated record include:

- Reporting the student when they represent the minority gender in a nontraditional program; or
- Reporting the student based upon a declared career goal; or
- Reporting a student based upon the most credits achieved in a CTE program; or
- Reporting a student based upon their latest CTE program credits achieved.

CTDS (County Type District School) Numbers

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
<i>AGUA FRIA UNION HIGH SCH DIST</i>		
	070516201	AGUA FRIA UNION HIGH SCHOOL
	070516203	DESERT EDGE HIGH SCHOOL
	070516202	MILLENIUM HIGH SCHOOL
	070516204	VERRADO HIGH SCHOOL
<i>AIBT NON-PROFIT CHARTER HIGH SCHOOL</i>		
	078793201	RONALD C. BAUER HIGH SCHOOL
<i>AJO UNIFIED DISTRICT</i>		
	100215001	AJO SCHOOL
<i>AMPHITHEATER UNIFIED DISTRICT</i>		
	100210281	AMPHITHEATER HIGH SCHOOL
	100210282	CANYON DEL ORO HIGH SCHOOL
	100210280	IRONWOOD RIDGE HIGH SCHOOL
<i>ANTELOPE UNION HIGH SCH DIST</i>		
	140550201	ANTELOPE UNION HIGH SCHOOL
<i>APACHE TRAILS PUBLIC CHARTER HS</i>		
	118703001	APACHE TRAILS HS
<i>BAGDAD UNIFIED DISTRICT</i>		
	130220202	BAGDAD HIGH SCHOOL
<i>BENSON UNIFIED</i>		
	020209201	BENSON UNIFIED HIGH SCHOOL
<i>BICENTENNIAL UNION HIGH DIST</i>		
	150576201	SALOME HIGH SCHOOL
<i>BISBEE UNIFIED DISTRICT</i>		
	020202201	BISBEE HIGH SCHOOL
<i>BLUE RIDGE UNIFIED DISTRICT</i>		
	090232204	BLUE RIDGE HIGH SCHOOL
	090232103	BLUE RIDGE JR HIGH SCHOOL
<i>BOWIE UNIFIED DISTRICT</i>		
	020214200	BOWIE HIGH SCHOOL
<i>BUCKEYE UNION HIGH SCH DIST</i>		
	070501203	BUCKEYE ACADEMY HIGH SCHOOL
	070501201	BUCKEYE UNION HIGH SCHOOL
	070501202	ESTRELLA FOOTHILLS HIGH SCHOOL
<i>CAMP VERDE UNIFIED DISTRICT</i>		
	130228304	CAMP VERDE ALTERNATIVE SCHOOL
	130228203	CAMP VERDE HIGH SCHOOL
<i>CASA GRANDE UNION HIGH SCH DIST</i>		
	110502001	CASA GRANDE UNION HIGH

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
		SCHOOL
	110502701	CASA VERDE HIGH SCHOOL
	110502003	DESERT WINDS HIGH SCHOOL
<i>CATALINA FOOTHILLS UNIF DIST</i>		
	100216206	CATALINA FOOTHILLS HIGH SCHOOL
<i>CAVE CREEK UNIFIED DISTRICT</i>		
	070293204	CACTUS SHADOWS HIGH
		SCHOOL/PSH
<i>CHINLE UNIFIED DISTRICT</i>		
	010224240	CHINLE HIGH SCHOOL
<i>CHINO VALLEY UNIFIED DISTRICT</i>		
	130251203	CHINO VALLEY HIGH SCHOOL
<i>COLORADO CITY UNIFIED DISTRICT</i>		
	080214202	COLORADO CITY HIGH SCHOOL
<i>COLORADO RIVER UNION HIGH DIST</i>		
	080502001	MOHAVE HIGH SCHOOL
	080502002	RIVER VALLEY HIGH SCHOOL
<i>COOLIDGE UNIFIED DISTRICT</i>		
	110221007	COOLIDGE HIGH SCHOOL
<i>DEER VALLEY UNIFIED DISTRICT</i>		
	070297224	BARRY GOLDWATER HIGH SCHOOL
	070297245	BOULDER CREEK HIGH SCHOOL
	070297219	DEER VALLEY HIGH SCHOOL
	070297233	MOUNTAIN RIDGE HIGH SCHOOL
	070297026	NORTHWEST EDUCATION CENTER
	070297241	SANDRA DAY O'CONNOR HIGH SCHOOL
<i>DESERT HILLS CHARTER HIGH SCHOOL</i>		
	078947001	DESERT HILLS HIGH SCHOOL
<i>DOUGLAS UNIFIED DISTRICT</i>		
	020227210	DOUGLAS HIGH SCHOOL
<i>DUNCAN UNIFIED DISTRICT</i>		
	060202203	DUNCAN HIGH SCHOOL
<i>DYSART UNIFIED DISTRICT</i>		
	070289205	DYSART HIGH SCHOOL
	070289220	VALLEY VISTA HIGH SCHOOL
	070289210	WILLOW CANYON HIGH SCHOOL
<i>EAST VALLEY INSTITUTE OF TECH</i>		
	070801001	EAST VALLEY INSTITUTE OF TECHN
	070801005	EVIT APACHE JUNCTION
	070801292	EVIT ARCADIA HIGH SCHOOL
	070801011	EVIT BASHA HIGH SCHOOL

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
	070801003	EVIT CHANDLER
	070801295	EVIT CHAPARRAL HIGH SCHOOL
	070801094	EVIT CORONA DEL SOL HIGH SCHOOL
	070801293	EVIT CORONADO HIGH SCHOOL
	070801296	EVIT DESERT MOUNTAIN HIGH SCHOOL
	070801213	EVIT DESERT RIDGE HIGH SCHOOL
	070801096	EVIT DESERT VISTA HIGH SCHOOL
	070801274	EVIT DOBSON HIGH SCHOOL
	070801278	EVIT EAST VALLEY ACADEMY
	070801007	EVIT FOUNTAIN HILLS VOC CTR
	070801210	EVIT GILBERT HIGH SCHOOL
	070801010	EVIT HAMILTON
	070801211	EVIT HIGHLAND HIGH SCHOOL
	070801009	EVIT HIGLEY
	070801093	EVIT MARCOS DE NIZA HIGH SCHOOL
	070801092	EVIT MCCLINTOCK HIGH SCHOOL
	070801271	EVIT MESA HIGH SCHOOL
	070801212	EVIT MESQUITE HIGH SCHOOL
	070801095	EVIT MOUNTAIN POINTE HIGH SCHOOL
	070801273	EVIT MOUNTAIN VIEW HIGH SCHOOL - MESA
	070801012	EVIT QUEEN CREEK
	070801275	EVIT RED MOUNTAIN HIGH SCHOOL
	070801294	EVIT SAGUARO HIGH SCHOOL
	070801276	EVIT SKYLINE HIGH SCHOOL
	070801091	EVIT TEMPE HIGH SCHOOL
	070801272	EVIT WESTWOOD HIGH SCHOOL
<i>ESTRELLA PUBLIC CHARTER HIGH SCHOOL</i>		
	078948001	ESTRELLA HS
<i>FLAGSTAFF UNIFIED DISTRICT</i>		
	030201282	COCONINO HIGH SCHOOL
	030201281	FLAGSTAFF HIGH SCHOOL
	030201283	SINAGUA HIGH SCHOOL
<i>FLORENCE UNIFIED SCHOOL DIST</i>		
	110201201	FLORENCE HIGH SCHOOL
<i>FLOWING WELLS UNIFIED DISTRICT</i>		
	100208210	FLOWING WELLS HIGH SCHOOL
<i>FREDONIA MOCCASIN UNIFIED DIST</i>		
	030206203	FREDONIA HIGH SCHOOL
<i>FT THOMAS UNIFIED DISTRICT</i>		
	050207202	FT THOMAS HIGH SCHOOL
<i>GANADO UNIFIED DISTRICT</i>		
	010220204	GANADO HIGH SCHOOL

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
<i>GILA BEND UNIFIED DISTRICT</i>		
	070224002	GILA BEND HIGH SCHOOL
<i>GLENDALE UNION HIGH SCH DIST</i>		
	070505206	APOLLO HIGH SCHOOL
	070505204	CORTEZ HIGH SCHOOL
	070505201	GLENDALE HIGH SCHOOL
	070505208	GREENWAY HIGH SCHOOL
	070505209	INDEPENDENCE HIGH SCHOOL
	070505210	METROCENTER ACADEMY
	070505205	MOON VALLEY HIGH SCHOOL
	070505202	SUNNYSLOPE HIGH SCHOOL
	070505207	THUNDERBIRD HIGH SCHOOL
	070505203	WASHINGTON HIGH SCHOOL
<i>GLOBE UNIFIED SCHOOL DISTRICT</i>		
	040201004	GLOBE HIGH SCHOOL
<i>GRAND CANYON UNIFIED DISTRICT</i>		
	030204002	GRAND CANYON HIGH SCHOOL
<i>GREYHILLS ACADEMY</i>		
	033903001	GREYHILLS ACADEMY HIG
<i>HAYDEN-WINKLEMAN UNIFIED DIST</i>		
	040241004	HAYDEN HIGH SCHOOL
<i>HEBER-OVERGAARD UNIFIED DIST</i>		
	090206201	MOGOLLON HIGH SCHOOL
<i>HOLBROOK UNIFIED DISTRICT</i>		
	090203207	HOLBROOK HIGH SCHOOL
<i>HOPI JR - SR HIGH</i>		
	093906002	HOPI JR - SR HIGH
<i>HUMBOLDT UNIFIED DISTRICT</i>		
	130222230	BRADSHAW MOUNTAIN HIGH SCHOOL
<i>INDIAN OASIS-BABO UNIF DIST</i>		
	100240206	BABOQUIVARI ALTERNATIVE HIGH S
	100240204	BABOQUIVARI HIGH SCHOOL
<i>JOSEPH CITY UNIFIED DISTRICT</i>		
	090202002	JOSEPH CITY HIGH SCHOOL
<i>KAYENTA UNIFIED DISTRICT</i>		
	090227201	MONUMENT VALLEY HIGH SCHOOL
<i>KINGMAN UNIFIED H.S. DISTRICT</i>		
	080220202	KINGMAN HIGH SCHOOL
<i>LAKE HAVASU UNIFIED DISTRICT</i>		
	080201207	LAKE HAVASU HIGH SCHOOL

District	CTDS	School Name
LITTLEFIELD UNIFIED DISTRICT		
	080209201	BEAVER DAM HIGH SCHOOL
MAMMOTH-SAN MANUEL UNIF DIST		
	110208281	SAN MANUEL HIGH SCHOOL
MANY FARMS DISTRICT		
	014002201	MANY FARMS HIGH SCHOOL
MARANA UNIFIED DISTRICT		
	100206240	MARANA HIGH SCHOOL
	100206241	MOUNTAIN VIEW HIGH SCHOOL - MARANA
MARICOPA UNIFIED SCHOOL DIST		
	110220202	MARICOPA HIGH SCHOOL
MAYER UNIFIED DISTRICT		
	130243002	MAYER JR SR HIGH SCHOOL
MESA UNIFIED SCHOOL DISTRICT		
	070204280	BOULDER CANYON LEARNING CENTER
	070204261	BRIMHALL JR HIGH SCHOOL
	070204252	CARSON JR HIGH SCHOOL
	070204274	DOBSON HIGH SCHOOL
	070204195	EAGLERIDGE HIGH SCHOOL
	070204278	EAST VALLEY ACADEMY
	070204254	FREMONT JR HIGH SCHOOL
	070204263	GEORGE SMITH JR HIGH SCHOOL
	070204259	HENDRIX JR HIGH SCHOOL
	070204253	KINO JR HIGH SCHOOL
	070204271	MESA HIGH SCHOOL
	070204251	MESA JR HIGH SCHOOL
	070204184	MESA VISTA HIGH SCHOOL
	070204273	MOUNTAIN VIEW HIGH SCHOOL - MESA
	070204256	POSTON JR HIGH SCHOOL
	070204255	POWELL JR HIGH SCHOOL
	070204181	POWER LEARNING CENTER
	070204275	RED MOUNTAIN HIGH SCHOOL
	070204257	RHODES JR HIGH SCHOOL
	070204183	SHARP
	070204260	SHEPHERD JR HIGH SCHOOL
	070204276	SKYLINE HIGH SCHOOL
	070204262	STAPLEY JR HIGH SCHOOL
	070204277	SUNDOWN HIGH SCHOOL
	070204182	TAPP
	070204258	TAYLOR JR HIGH SCHOOL
	070204272	WESTWOOD HIGH SCHOOL

District	CTDS	School Name
MIAMI UNIFIED DISTRICT		
	040240206	MIAMI HIGH SCHOOL
MINGUS UNION HIGH SCHOOL DIST		
	130504201	MINGUS UNION HIGH SCHOOL
NOGALES UNIFIED DISTRICT		
	120201210	NOGALES HIGH SCHOOL
PACE Preparatory Academy		
	138758201	PACE Academy Camp Verde
	138758203	PACE Academy Prescott Valley
PAGE UNIFIED DISTRICT		
	030208209	PAGE HIGH SCHOOL
PARADISE VALLEY UNIFIED DISTRICT		
	070269297	DISCOVERY HIGH SCHOOL
	070269293	HORIZON HIGH SCHOOL
	070269294	NORTH CANYON HIGH SCHOOL
	070269290	PARADISE VALLEY HIGH SCHOOL
	070269292	PINNACLE HIGH SCHOOL - PV
	070269296	POLARIS HIGH SCHOOL
	070269295	SHADOW MOUNTAIN HIGH SCHOOL
	070269067	STAR TEC PRO CENTER
PARKER UNIFIED SCHOOL DISTRICT		
	150227204	PARKER HIGH SCHOOL
PATAGONIA UNION HIGH DISTRICT		
	120520201	PATAGONIA UNION HIGH SCHOOL
PAYSON UNIFIED DISTRICT		
	040210201	PAYSON HIGH SCHOOL
PEACH SPRINGS UNIFIED DIST		
	080208002	MUSIC MOUNTAIN JR/SR HIGH SCHOOL
	080208001	PEACH SPRINGS SCHOOL
PEORIA UNIFIED DISTRICT		
	070211261	CACTUS HIGH SCHOOL
	070211263	CENTENNIAL HIGH SCHOOL
	070211104	HERITAGE SCHOOL
	070211262	IRONWOOD HIGH SCHOOL
	070211267	LIBERTY HIGH SCHOOL
	070211260	PEORIA HIGH SCHOOL
	070211265	RAYMOND S KELLIS HIGH SCHOOL
	070211264	SUNRISE MOUNTAIN HIGH SCHOOL
PHOENIX UNION HIGH SCH DIST		
	070510210	ALHAMBRA HIGH SCHOOL
	070510214	BOSTROM ALTERNATIVE CENTER

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
	070510225	CAMELBACK HIGH SCHOOL
	070510245	CARL HAYDEN HIGH SCHOOL
	070510230	CENTRAL HIGH SCHOOL
	070510270	CESAR CHAVEZ HIGH SCHOOL
	070510238	DESIDERATA SCHOOL
	070510206	HOMEBOUND
	070510250	MARYVALE HIGH SCHOOL
	070510212	METRO TECH VOC INST OF PHX
	070510255	NORTH HIGH SCHOOL
	070510282	PHOENIX UNION CYBER HIGH SCHOOL
	070510260	SOUTH MOUNTAIN HIGH SCHOOL
	070510220	TREVOR BROWNE HIGH SCHOOL
<i>PIMA PREVENTION PARTNERSHIP</i>		
	108711201	PIMA PARTNERSHIP SCHOOL
<i>PIMA UNIFIED SCHOOL DISTRICT</i>		
	050206202	PIMA HIGH SCHOOL
<i>PINNACLE EDUCATION - MESA, INC.</i>		
	078720002	PINNACLE CHARTER HIGH SCHOOL MESA
<i>PINNACLE EDUCATION - TEMPE, INC.</i>		
	078726001	PINNACLE CHARTER HIGH SCHOOL TEMPE
<i>PINON UNIFIED DISTRICT</i>		
	090204203	PINON HIGH SCHOOL
<i>PRESCOTT UNIFIED DISTRICT</i>		
	130201070	PRESCOTT HIGH SCHOOL
<i>RAY UNIFIED DISTRICT</i>		
	110203202	RAY HIGH SCHOOL
<i>RED MESA UNIFIED DISTRICT</i>		
	010227204	RED MESA HIGH SCHOOL
<i>ROUGH ROCK DISTRICT</i>		
	014001201	ROUGH ROCK COMMUNITY SCHOOL
<i>ROUND VALLEY UNIFIED DISTRICT</i>		
	010210210	ROUND VALLEY HIGH SCHOOL
<i>SADDLE MOUNTAIN UNIFIED DISTRICT</i>		
	070290002	TONOPAH VALLEY HIGH SCHOOL
<i>SAFFORD UNIFIED DISTRICT</i>		
	050201201	MT GRAHAM HIGH SCHOOL
	050201200	SAFFORD HIGH SCHOOL
<i>SAHUARITA UNIFIED DISTRICT</i>		
	100230204	SAHUARITA HIGH SCHOOL
<i>SAN CARLOS UNIFIED DISTRICT</i>		
	040220202	SAN CARLOS HIGH SCHOOL

District	CTDS	School Name
SAN SIMON UNIFIED DISTRICT		
	020218001	SAN SIMON HIGH SCHOOL
SANDERS UNIFIED DISTRICT		
	010218003	VALLEY HIGH SCHOOL
SANTA CRUZ VLY UN HIGH DISTR		
	110540001	SANTA CRUZ VLY UNION HIGH SCH
SANTA CRUZ VLY UNIFIED DIST		
	120235130	CALABASAS SCHOOL
	120235200	RIO RICO HIGH SCHOOL
SEDONA OAK CREEK UNIFIED DIST		
	130209210	SEDONA RED ROCK HIGH SCHOOL
SHOW LOW UNIFIED DISTRICT		
	090210225	SHOW LOW HIGH SCHOOL
SIERRA VISTA UNIFIED DISTRICT		
	020268260	BUENA HIGH SCHOOL
SNOWFLAKE UNIFIED DISTRICT		
	090205005	SNOWFLAKE HIGH SCHOOL
SOUTH POINTE PUBLIC CHARTER SCHOOL		
	078983201	SOUTH POINTE HIGH SCHOOL
ST DAVID UNIFIED DISTRICT		
	020221202	ST DAVID HIGH SCHOOL
ST JOHNS UNIFIED DISTRICT		
	010201205	ST JOHNS HIGH SCHOOL
STARSHINE ACADEMY		
	078992001	STARSHINE ACADEMY
SUMMIT CHARTER HIGH SCHOOL		
	078952001	SUMMIT HIGH SCHOOL
SUNNYSIDE UNIFIED DISTRICT		
	100212211	DESERT VIEW HIGH SCHOOL
	100212230	SUNNYSIDE HIGH SCHOOL
SUPERIOR UNIFIED DISTRICT		
	110215205	SUPERIOR HIGH SCHOOL
TEMPE ACCELERATED CHARTER HIGH		
	078954001	TEMPE ACCELERATED HIGH SCHOOL
TEMPE UNION HIGH SCH DISTRICT		
	070513094	CORONA DEL SOL HIGH SCHOOL
	070513096	DESERT VISTA HIGH SCHOOL
	070513093	MARCOS DE NIZA HIGH SCHOOL
	070513092	MCCLINTOCK HIGH SCHOOL
	070513095	MOUNTAIN POINTE HIGH SCHOOL

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
	070513091	TEMPE HIGH SCHOOL
<i>THATCHER UNIFIED SCHOOL DIST</i>		
	050204200	THATCHER HIGH SCHOOL
<i>TOLLESON UNION HIGH SCH DIST</i>		
	070514204	COPPER CANYON HIGH SCHOOL
	070514203	LA JOYA COMMUNITY HIGH SCHOOL
	070514201	TOLLESON UNION HIGH SCHOOL
	070514202	WESTVIEW HIGH SCHOOL
<i>TOMBSTONE UNIFIED DISTRICT</i>		
	020201207	TOMBSTONE HIGH SCHOOL
<i>TUBA CITY UNIFIED DISTRICT</i>		
	030215240	TUBA CITY HIGH SCHOOL
<i>TUCSON UNIFIED DISTRICT</i>		
	100201673	AZTEC MIDDLE COLLEGE
	100201669	AZTEC MIDDLE COLLEGE EAST
	100201668	AZTEC MIDDLE COLLEGE NORTHWEST
	100201610	CATALINA HIGH SCHOOL
	100201615	CHOLLA HIGH SCHOOL
	100201680	HOWENSTINE
	100201620	PALO VERDE HIGH SCHOOL
	100201630	PUEBLO HIGH SCHOOL
	100201640	RINCON HIGH SCHOOL
	100201645	SABINO HIGH SCHOOL
	100201650	SAHUARO HIGH SCHOOL
	100201655	SANTA RITA HIGH SCHOOL
	100201660	TUCSON MAGNET HIGH SCHOOL
<i>VAIL UNIFIED DISTRICT</i>		
	100220201	CIENEGA HIGH SCHOOL
	100220203	EMPIRE HIGH SCHOOL
	100220701	VAIL HIGH SCHOOL
<i>VALLEY UNION HIGH SCH DISTRICT</i>		
	020522201	VALLEY UNION HIGH SCHOOL
<i>WHITERIVER UNIFIED DISTRICT</i>		
	090220204	ALCHESAY HIGH SCHOOL
<i>WICKENBURG UNIFIED DISTRICT</i>		
	070209201	WICKENBURG HIGH SCHOOL
<i>WILLCOX UNIFIED DISTRICT</i>		
	020213201	WILLCOX HIGH SCHOOL
<i>WILLIAMS UNIFIED DISTRICT</i>		
	030202201	WILLIAMS HIGH SCHOOL
<i>WINDOW ROCK UNIFIED DISTRICT</i>		

<i>District</i>	<i>CTDS</i>	<i>School Name</i>
	010208201	WINDOW ROCK HIGH SCHOOL
<i>WINSLOW UNIFIED DISTRICT</i>		
	090201206	WINSLOW HIGH SCHOOL
<i>YOUNG ELEMENTARY DISTRICT</i>		
	040305002	YOUNG TEACHING HIGH SCHOOL
<i>YUMA UNION HS DISTRICT</i>		
	140570203	CIBOLA HIGH SCHOOL
	140570202	KOFA HIGH SCHOOL
	140570205	SAN LUIS HIGH SCHOOL
	140570204	VISTA ALTERNATIVE SCHOOL
	140570201	YUMA HIGH SCHOOL

EVIT Site Satellites with Group Name

Group	CTDS	EVIT Site Satellite Name
<i>EVIT Apache Junction</i>		
	070801005	EVIT APACHE JUNCTION
<i>EVIT Chandler</i>		
	070801003	EVIT CHANDLER
	070801010	EVIT HAMILTON
	070801011	EVIT BASHA HIGH SCHOOL
<i>EVIT Fountain Hills</i>		
	070801007	EVIT FOUNTAIN HILLS VOC CTR
<i>EVIT Gilbert</i>		
	070801210	EVIT GILBERT HIGH SCHOOL
	070801211	EVIT HIGHLAND HIGH SCHOOL
	070801212	EVIT MESQUITE HIGH SCHOOL
	070801213	EVIT DESERT RIDGE HIGH SCHOOL
<i>EVIT Higley</i>		
	070801009	EVIT HIGLEY
<i>EVIT Main Campus</i>		
	070801001	EAST VALLEY INSTITUTE OF TECHN
<i>EVIT Mesa</i>		
	070801271	EVIT MESA HIGH SCHOOL
	070801272	EVIT WESTWOOD HIGH SCHOOL
	070801273	EVIT MOUNTAIN VIEW HIGH SCHOOL - MESA
	070801274	EVIT DOBSON HIGH SCHOOL
	070801275	EVIT RED MOUNTAIN HIGH SCHOOL
	070801276	EVIT SKYLINE HIGH SCHOOL
	070801278	EVIT EAST VALLEY ACADEMY
<i>EVIT Queen Creek</i>		
	070801012	EVIT QUEEN CREEK
<i>EVIT Scottsdale</i>		
	070801292	EVIT ARCADIA HIGH SCHOOL
	070801293	EVIT CORONADO HIGH SCHOOL
	070801294	EVIT SAGUARO HIGH SCHOOL
	070801295	EVIT CHAPARRAL HIGH SCHOOL
	070801296	EVIT DESERT MOUNTAIN HIGH SCHOOL
<i>EVIT Tempe</i>		
	070801091	EVIT TEMPE HIGH SCHOOL
	070801092	EVIT MCCLINTOCK HIGH SCHOOL
	070801093	EVIT MARCOS DE NIZA HIGH SCHOOL
	070801094	EVIT CORONA DEL SOL HIGH SCHOOL
	070801095	EVIT MOUNTAIN POINTE HIGH SCHOOL
	070801096	EVIT DESERT VISTA HIGH SCHOOL